











GOVERNMENT OF INDIA  
DEPARTMENT OF EDUCATION.

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INDIAN EDUCATION

IN

1913-14.



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### *Introduction.*

It has been felt that a brief annual narrative on educational progress in India will be a convenience to the growing number of those who are interested in the subject. This increase of interest and the more prominent place which education is rapidly assuming in the administrative problems of the country are sufficient excuse for the innovation. Hitherto it has been customary to place more important statistics and a short statement of noteworthy developments before the Imperial Legislative Council during the course of the debate on the budget. The time has now come for the publication of a narrative, which, while not pretending to be exhaustive, will serve to inform the reading public and to supplement the quinquennial reviews. The present report is based mainly upon the annual reports of the Directors of Public Instruction for 1913-14 and upon official correspondence.

Appended to the report are the general tables and some illustrations of new buildings completed during the year. These last are merely a selection from among many which have been erected, but will serve to give an idea of the activity which has prevailed.



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# INDIAN EDUCATION

IN

## 1913-14.

### *I.—Main features of the year.*

1. The chief event in the history of Indian education during the past few *Imperial* years has been the allotment of large imperial grants. These may be recapitulated as follows:—

		Non-recurring.		Recurring.	
		R	R	R	R
1911	.. . . . .	90,17,000		...	
1912	.. . . . .	65,00,000		60,00,000	
1913	.. . . . .	3,19,00,000		55,00,000	
1914	.. . . . .			9,00,000	
	TOTAL	1,71,17,000		1,24,00,000	
		£3,161,000		£826,000	

The whole of the non-recurring grants was not made available during the year of allotment but was spread over periods of two or three years.

2. It is important to consider how far these grants have been expended. *Their* The table in the appendix shows, province by province, the amounts placed *expenditure* at the disposal of the provincial Governments over and above the expenditure in 1910-11, and the amounts expended. Inclusive of the unspent balances carried forward from previous years, the expenditure in 1913-14 might have been 850 $\frac{1}{2}$  lakhs. The actual expenditure was only 550 lakhs. This presentation of the case is, however, misleading. In the first place, the large non-recurring grants given for education were not made available in their entirety in any one year, but were spread over two or three years. Thus, the large non-recurring allotment of R3,19,00,000 given in 1913-14 was to be made available over a period of three years. Hence, even supposing that full expenditure was possible in all provinces, the sum spent could not have exceeded about 650 lakhs (*i.e.*, some 200 lakhs less than the figure 850 lakhs given in the appendix), because approximately one third only of the allotment was placed at the disposal of Local Governments. Secondly, certain sums were given for specific schemes which have not yet matured. Such sums are necessarily carried forward year by year in the provincial balances.

Hence the total unspent balance at the close of 1913-14 was 300 lakhs, but that from budget allotments only 100 lakhs. The figures in the appendix

will correct themselves in the course of time as the full grants come to be included in the provincial budgets—though new distributions will be apt again to disturb the figures. The value of the appendix is that it permits of a ready comprehension of the general financial position with reference to both present and future additions to budgets arising from grants already made, and shows the balance for educational purposes which would ordinarily be available for any Local Government during the next few years. But it does not at present convey a correct idea of the position in any single year or of the balance available in the year immediately succeeding. This defect may be rectified (as has been roughly done above) by adding in annually, not the total amount allotted to education, but the amount of it annually made available for budgets. It was not possible to prepare the table in this way during the past year. Efforts to do so will be made in future.

Notwithstanding the circumstances just described, which make the unspent balance appear larger than it really is, the fact that the expenditure was something less than 100 lakhs below what it might have been is disappointing. The machinery in some provinces and administrations urgently needs strengthening. It is to be remembered that in 1910-11 the expenditure on education from public funds amounted only to 370½ lakhs. In 1913-14 the same source contributed over 550 lakhs towards the total disbursements on education. This increase in expenditure must have thrown a considerable strain upon the organisations directly concerned with the carrying through of schemes. In a complicated system of Government many wheels combine to the execution of any single project. The inability of one wheel impairs the action of all the rest.

That which it is necessary to guard against is the occurrence of any unnecessary delay in putting schemes into operation and the possible withdrawal to other objects of sums previously devoted to education. It is useless to replenish a granary if the lower sacks are pulled out while new ones are piled upon the top.

*Boards and education.* There are some adverse comments on the expenditure of local bodies. The Madras report says that nearly 15 lakhs was given by government to boards and municipalities for their schools, whereas these authorities spent on them altogether 23 lakhs—a sum which the Director thinks does not compare favourably with the large subsidy. The Punjab report is still more emphatic; and in the resolution the Lieutenant-Governor regrets that many municipalities show no sign of increasing interest and realisation of their responsibility in the matter of education, and especially of primary education. "There are still," proceeds the resolution, "several instances of municipal schools being run at a profit, and it appears that in many cases a grant from government is not followed by increased educational expenditure, but is simply utilized to set free for non-educational purposes the sums hitherto spent on education by the committee. So long as this apathetic attitude is maintained, as the Director points out, educational grants to municipalities cannot achieve their object, and where such cases are brought to his notice the Director should have no hesitation in recommending the withdrawal of all or part of the government grant." The Assam report brings to notice the action of a certain local board which closed some forty of its schools thus involving a reduction, at a time when the board's educa-

tional allotments from the government were being largely increased, of no fewer than 801 children in the higher classes of vernacular schools in the sub-division. "It is useless," writes the Director, "to comment on the local understanding, so disclosed, of the principles of self-government. To what exigency the board thought it proper to sacrifice the education of the ryot I do not know; but action has been taken to secure that it shall be prevented in future from any such flagrancy of re-action."

3. It will be convenient to add here that the total expenditure from *General* all sources on education has amounted to R10,02,23,877 (£6,681,591-16-0) *expenditure* against R7,85,92,605 (£5,239,507) in 1911-12 and R9,06,13,595 (£6,040,906-6-8) in 1912-13.

4. We have next to consider the objects for which the imperial grants *General* were specially provided. In their resolution of the 21st February 1913, in *principles*, which were laid down the guiding principles for educational policy and for the spending of these grants, the Government of India first of all emphasised certain points in respect of which the system in India, often criticised as bookish and unpractical, is thought to have failed or to have been reared on too narrow a basis. Formation of character was to be the main objective. The question of religious instruction presents difficulties, but the tendency has been to develop the intellectual at the expense of the moral and religious faculties. Accommodation in properly supervised hostels, attention to hygiene, the introduction of modern sides and practical instruction, the avoidance of cram by more rational systems of examination--these were among the more important reforms inculcated. In the different departments into which education falls, attention was called to the following matters. The number of universities was to be enlarged, teaching and residential universities were to be established, research was to be stimulated, the pay of teachers in secondary and primary schools was to be improved, and training facilities were to be increased. Larger grants were recommended for secondary aided schools. There was to be expansion of primary schools, mainly under board management. Technical and industrial education was to be developed along the most natural and fruitful lines. Oriental studies were to be encouraged. A more suitable scheme of education was to be provided for girls and imparted more fully through female agency. Muhammadan education was specially treated in a subsequent circular. The superior inspecting staff was to be strengthened. The aim of these pages is mainly to show what progress has been made towards the attainment of these objects. Some points will be dealt with in the sections to which they belong. The more general may be disposed of at once.

5. As regards moral education, the Bombay Presidency has had the ad- *Moral and vantage of* a visit from Mr. F. J. Gould, with whose recommendations the *religious* Government have generally concurred and have appointed a consultative *instruction* committee to foster the growth of the movement. The report, however, does not appear to take an optimistic view of the subject and quotes the remark of one of the deputy inspectors that "the ill discipline in the homes of children will counterbalance any amount of instruction, or personal good examples in morals, received at school." "Thus," says the Director, "one set of people tell us that moral training is entirely an affair of the home and that it is un-

necessary for the school to meddle with it; while another set tell us that it is useless for the school to meddle with it, since any good done will be counteracted by the home." On the other hand, he emphasises the importance of boys' co-operative societies, of which a considerable number seem to exist, and other practical indirect methods of forming character. The teaching of morals has been continued in Burma. In government schools the instructor is a member of the staff; but a number of priests pay regular visits and deliver discourses—though in some cases their help is withheld because the customary offering is not forthcoming. Here again it is pointed out that home influence is the main factor and that "Burman parents do not realise their duties either towards the children or towards the school." The Punjab report strikes another note and emphasises the personal example of the teacher, which is often lacking because the narrowness of choice precludes selection. "A growing restlessness and disregard for authority, manifested by strikes and a tendency to change from school to school if promotion is refused or punishment inflicted," is attributed to the dearth of strong head-masters and weakness on the part of subordinates.

The committees which have met in the provinces for the discussion of moral and religious training differ in their opinions as to the efficacy and possibility of the latter. Some provinces have not yet reported. In other provinces there is the feeling that something must be done. Meantime the experiment continues in the United Provinces, where "religious education is imparted in all mission schools and in some government and aided schools" and where "opinions differ as to its results," and in Burma, where the school staff do what is possible with the aid of *pónggis*. A subsidiary product is the breaking down of the barrier that existed between the lay school and the priest. In some of the government high schools, however, religious instruction either has not been attempted or has been abandoned because of the apathy of parents.

It is clear that the home and the teacher are of vital importance in this question. As improvements are made in the staff, the forces of indirect moral training will be brought to bear, and direct teaching will become of greater effect. The attitude of the parent is beyond the scope of administrative measures. School gatherings and periodical reports on pupils are measures which have been adopted and which may have effect. The materials are not yet available for any definite pronouncement on religious education.

#### *Hostels.*

6. In the last two years the number of hostels has risen by over a thousand and that of their inmates by 22,224. There are now 3,879 hostels with 129,607 boarders. Reports say little as to their effect and the method of their supervision.

#### *School hygiene.*

7. The Government of India allotted R25,00,000 non-recurring and invited Local Governments to call committees and frame schemes for school and college hygiene and the physical welfare of pupils. The following reforms have been carried through. In *Madras* particular attention has been paid to physical training, and a post of instructor in this subject has been created for European schools. The Government of *Bombay* framed a scheme for medical inspection of school children. Five school doctors are to be appointed to examine boys in secondary schools when the financial situation admits of the expenditure involved. The scheme has

been sanctioned. Meanwhile, medical inspection has already been initiated in some schools. Weighing machines and eye charts have been provided in government institutions. It is satisfactory to find an unaided private school making a record of weights and measurements and furnishing parents with reports by a qualified dentist on the state of the boys' teeth. The Parsis show themselves specially careful regarding their children's health, and it is reported that they employ an honorary staff of thirty-five doctors including eight ladies for the medical examination of those who are in schools in Bombay city and that advice cards have been sent to parents in the case of 1,265 children. A class was held in Poona for the training of teachers in physical exercises, and a book was under preparation. Government is also utilising the education department in the campaign against tuberculosis by imparting lessons on hygiene and making liberal grants to any municipality desirous of establishing open air schools. Considerable strides are being made in this Presidency in the matter of school hygiene; and the Government is making use of the St. John Ambulance Association in carrying out its schemes. The committee assembled in *Bengal* to consider the subject has not yet reported. But some action has been taken. Three lecturers toured the province, delivering lectures on sanitation, illustrated by lantern slides, with special reference to the prevention and cure of malaria. A grant is given to the Young Men's Christian Association towards the salary of a physical director, whose services are utilised by the education department. The Government of *Bihar and Orissa* also utilised his services for the training of drill masters, and purchased several play-grounds and erected gymnasia at government high schools. Schemes have been received from *Burma* and *Assam*. In the *Central Provinces* ample provision has been made for playing grounds for all secondary schools. In the *North-West Frontier Province* two specially trained sub assistant surgeons have for the present been appointed to undertake the inspection of boys in anglo vernacular schools of two districts, their attention being specially directed to the eyesight of pupils and to the examination of buildings from a sanitary point of view. A special class has also been opened for instruction in hygiene of selected teachers of anglo-vernacular schools and a simple hygiene course has been included in the curriculum of the normal school for vernacular teachers.

8. The introduction of manual training is, quite apart from the cost, no *Manual* easy matter in India. Nevertheless progress has been made. In *Madras* *training*, two appointments of instructors in manual training have been created. In *Bengal* (where it is thought that its introduction "would go far to counteract some of the worst defects of secondary schools for Bengali boys") it is hoped to select a few schools in each division for the introduction of instruction in woodwork. A class was held during the year for instructing the teachers of European schools in this subject. The teaching of manual training at the Allahabad Training College has been successful, and the report speaks of the creation of a new manual training block at one of the government high schools from which it may be gathered that the subject has gained root in those institutions. *Slojd* has been introduced in thirty-three Burmese schools, and nearly 2,000 pupils were trained in this form of work.

*Excursions.*

The Bombay report indicates the large use which has been made of excursions for pupils and teachers under training to places of interest.

*School-leaving certificate.*

9. As regards tests, in Madras 4,860 secondary school-leaving certificates were completed during the year. The number of candidates at the school-leaving certificate examination in the United Provinces has risen to 1,631. The requirements for recognition of schools for this examination are more exacting than those for the matriculation; principals of colleges find that students who have passed the former have a better working knowledge of English. The number of those taking the high school final examination in Burma, though still small, is rising.

*Qualifications of teachers.*

10. The chief defect in education in India still remains the slender qualifications of the teacher. Last year it was found that 62,675 teachers were trained out of a total of 229,140. This year the corresponding figures are 67,494 and 242,544. The percentage of those trained has thus risen from 27 to 28. Larger facilities are counterbalanced by heavier demands. The proportion of those trained among elementary and secondary teachers is now as follows:—

	Per cent.
Elementary teachers . . . . .	24
Secondary teachers . . . . .	32
Teachers in European schools . . . . .	52

Strictly, the classification is of vernacular and of anglo-vernacular and classical teachers. These, however, answer roughly to elementary and secondary teachers. It is noteworthy that among the latter (in schools for Indians) only 6,762 possess degrees out of a total of 100,887.

Among recent developments in training may be mentioned the opening at Dacca of a nature-study class for vernacular teachers; the framing of a scheme for placing the *guru*-training schools of Bengal on an improved footing along the lines previously adopted in Eastern Bengal; the provision of special courses at the Allahabad Training College; the opening of a number of special elementary classes in Burma; and, in several provinces, a satisfactory increase of the numbers reading in middle vernacular schools, from which the material for vernacular teachers is largely drawn.

*Salaries of teachers.*

11. No efforts to increase the facilities for training, however, are likely to be effective unless backed up by such improvement in pay and prospects as will induce the right type of person to submit to training and to adopt teaching as a profession. The record of reform in this direction is the most important feature of the year. In Madras allowances have been added to the pay of trained and approved teachers of elementary schools under public management whose pay is less than R10 a month so as to raise their salary to R10, the grant of capitation allowances has been extended to trained teachers in schools containing standards higher than the third and an extension has been granted of the concession regarding pupils of backward classes. The scale of teaching grants to aided elementary schools has been modified so as to encourage the employment of trained teachers. Instead of a uniform rate of R36 a year for each teacher, the scale is now R48 or R42 for trained teachers of the higher and lower grade respectively, and is retained at R36

for untrained teachers. The rates of stipendiary grants for masters and mistresses of the secondary grade have been raised from  $\text{Rs}6$  to  $\text{Rs}8$  a month to  $\text{Rs}8$  and  $\text{Rs}10$ . In secondary schools, more than  $1\frac{1}{2}$  lakh was distributed by way of grants and subsidies to improve the salaries of teachers. In the secondary schools of *Bombay* a scheme has been framed for fixing initial pay of graduate assistant teachers at  $\text{Rs}50$  a month; supplementary grants have improved the pay of the teachers in aided schools, "but it cannot be said that the quality of the teachers has shown much improvement." A sum of  $1\frac{1}{2}$  lakh was given for the raising of the pay of trained teachers of primary schools; the total which has been given for this object now amounts to  $\text{Rs}6,33,690$  recurring, exclusive of a further allotment for women teachers. A definite scale of staff has been kept in view in aiding secondary schools in *Bengal* and some improvement was effected by means of the imperial grant for aided schools. The salaries of trained elementary teachers were raised by  $\text{Rs}3$  and those of untrained teachers by  $\text{Rs}1$ . The fact that this modest reform cost nearly  $4\frac{1}{2}$  lakhs during the year indicates the scale of operations and the costliness of even the most necessary reforms in this Presidency, where the average cost of a boys' lower primary school is still less than  $\text{Rs}102$  a year. The elaborate scheme for reorganising secondary education in the *United Provinces*, including the improvement of the pay of the staff, was described in the sixth quinquennial review. The question of pay in primary schools has been dealt with by the committee which recently reported on the whole subject of elementary education. In the *Punjab*, a scheme for improving the pay in secondary schools had been previously sanctioned; we read that the increase "is helping to popularise the profession." The revised rates of aid have assisted managers in offering fairly adequate salaries to teachers in aided schools. As for primary teachers, "the minimum rates of  $\text{Rs}12$  per mensem for an assistant and  $\text{Rs}15$  for a head teacher are everywhere in force (in the Multan division the maximum pay is  $\text{Rs}30$ ); progressive pay and personal allowances have been introduced in some districts; postal allowances of varying amounts are paid in many cases, and teachers are given the benefit of provident funds. As a result the teacher's calling has become popular, and there is no lack of candidates for admission to the normal schools and training classes." Particulars are not given in the report from *Burma*; but improvement is shown by the fact that the annual cost of a secondary school has increased by  $\text{Rs}31$  and that of a primary school by  $\text{Rs}15$ . The Government of *Bihar* and *Orissa* have made a good beginning in the abolition of the unsatisfactory lower subordinate service, while elementary teachers have derived solid benefit from the imperial grants. In the *Central Provinces* the minimum salary of graduate teachers has been raised to  $\text{Rs}60$ , regular promotion on a time-scale secured, and a generous supply of special posts on higher pay for selected men provided. The minimum pay of under-graduate teachers has been raised to  $\text{Rs}40$  and corresponding improvement has been made in higher grades. A pension scheme has been brought into force for primary teachers in district council schools on  $\text{Rs}11$  and upwards and the pay of all certificated teachers has been raised to the pensionary level. The fixed pay (apart from capitation) of teachers in lower primary schools in *Assam* was raised from a minimum of  $\text{Rs}3$  to a minimum of  $\text{Rs}8$ , and a number of schools were established upon a regular

scale of pay in which the three teachers draw **R20**, **R12**, and **R10** respectively. The introduction of a uniform system of provident funds for District Board teachers was effected in the *North-West Frontier Province*.

*Provident funds.*

12. The establishment of these provident or pensionary schemes was a feature of the year in some provinces and a further extension of the system is desirable in order to secure a contented and permanent body of teachers. It is important that some provision for old age should be made in the case not only of government and board servants but also of the great mass of those employed in privately managed institutions. The Government of India have long had under consideration a scheme of general application and a small committee examined the question during the year. The large scale on which any such scheme must be framed, the variety of conditions to be provided for and financial considerations have hitherto prevented the maturing of this proposal. Nor is the proposal unanimously supported by Local Governments. In the meantime, local schemes have to some extent taken shape. The provisions described at page 124 of the sixth quinquennial review apply mainly to board or municipal teachers; so do those mentioned above as now existing in the Punjab and the Central Provinces. In Madras some of the managers of aided schools have instituted their own provident funds; and, where the rules are approved by government, expenditure on this object is admitted in calculating grants. Provident funds in secondary schools of the Punjab are also becoming more common. A portion of the grant made to the Central Provinces for aided anglo-vernacular schools has been set apart for starting a provident fund for their teachers; a scheme has been framed which has met with the general approval of the managers.

13. As regards the increase of pupils, it was shown in the last quinquennial review that the number under instruction was 6,780,721. At the end of 1912-13, it was 7,160,944. At the end of 1913-14, it stands at 7,518,147. Hence, in the past two years, there has been an increase of 737,426 pupils, the increase in the second of those years over the first being 357,203. The percentage of those at school upon those of a school-going age is now 19.6, against 17.7 in 1911-12, and 18.7 in 1912-13. That on the total population is 3.0 against 2.7 and 2.8 in those same years.

The following table gives the figures province by province:—

Province.	Pupils at school. (Figures in thousands)		Percentage of increase.	Percentage of the school- going population at school.
	1912-13.	1913-14.		
Madras	1,362	1,470	7.9	23.7
Bombay	988	1,029	4.2	25.3
Bengal	1,719	1,748	1.7	25.6
United Provinces	788	819	4.0	11.6
Punjab	411	440	7.2	14.7
Burma	460	505	9.9	27.8
Bihar and Orissa	847	862	1.7	15.6
Central Provinces	335	365	8.9	15.6
Assam	194	215	10.7	20.3
North-West Frontier Province	39	44	15.5	13.5
Coorg	7	8	6.5	21.0
Delhi	11	13	14.7	21.7
<b>TOTAL</b>	<b>7,161</b>	<b>7,518</b>	<b>5.0</b>	<b>19.6</b>

Burma, with its established system of monastic education, shows the largest results; and the figures are undoubtedly an underestimate in that province.\* The increases in the North West Frontier Province and in Delhi are remarkable. In regarding totals and percentages of education in India, it has always to be remembered that the female portion of the population contributes but a small fraction. The total of boys under instruction is 6,415,905, being 32.8 per cent. of boys of a school-going age, that of girls is 1,102,242, or 5.9 per cent.

The increase in the number of those who frequent colleges and secondary schools continues to out-run the increase of accommodation. It amounts to 8.2 per cent. upon the figures of students in those institutions last year. The increase of those who read in primary schools has amounted to 4.8 per cent. Strenuous efforts are being made to cope with the numbers. In the United Provinces alone grants for new school buildings or additional class rooms aggregating over 4½ lakhs have been made to aided schools. One could wish that those in technical and industrial institutions would show a like rate of increase.

It is noteworthy that the number of girls at school has risen by 95,606 — an increase which is probably without parallel in India and is certainly larger than in any one of the past five years. Muhammadan pupils have increased in number by 74,395 or 4.6 per cent.

14. In the sphere of university and collegiate education, efforts have *Development* largely concentrated themselves upon the planning of new universities and *in various* the organisation of university teaching and higher study. But this has not *departments*. been to the exclusion of improvement in existing institutions. There has been much building activity both in university centres and in outlying colleges. A new departure has been made in Bombay with a College of Commerce and proposals for a school of Indian economy and sociology.

The various provinces continue to work out or prepare schemes which are calculated to remedy the many admitted defects in secondary schools. The improvement in the terms of service of secondary and of primary teachers is a matter of radical importance; and this report shows that much has been done. The Government of Bengal have made proposals for the establishment of an institution run on public school lines, for the children of those who are willing to pay substantial fees. Local Governments continue to complete their surveys for the extension of primary education. The Government of the United Provinces summoned an important committee to discuss this and the whole question of elementary instruction.

As for professional education, facilities have been increased for the training of teachers, though they still fall far short of requirements. A scheme of extra-university medical instruction has been provided for by the creation of a College of Physicians and Surgeons in Bombay and of a State Medical Faculty in Calcutta. There has been no special development in technical and industrial education and (as remarked above) the increase of those who seek it might be accelerated with benefit. In connexion with the enquiries recently made by Colonel Atkinson and Mr. Dawson as to the relations of

\* *Progress of Education in India, 1907-1912; sixth Quinquennial Review, page 143.*

technical schools and the employers of labour, it is gratifying to find that the Upper India Chamber of Commerce and the Bengal and North-Western Railway have rendered assistance in finding posts for students. Measures for the encouragement of oriental studies show steady progress, and the opening of the Sanskrit library at Benares is a marked step forward in realising the ideas of the Conference of Orientalists which met in Simla in 1911. Finally, the year has been marked by the visits of numerous educational specialists from other countries.

It should be added that the Advisory Committee for Indian Students in England was reconstituted during the year. The majority of its members are Indians. The committee is associated with the Central Bureau of Information which renders help to those students who desire its assistance.

### *II.—Universities and colleges.*

#### *Fresh problems.*

15. The whole question of university organisation and expansion continues to evoke the keenest interest. The legislation of 1904 produced a measure of reform in the method of teaching up to the graduate stage. For reasons which are clearly stated in the report of the Indian Universities Commission, the new law did not attempt to change the prevalent system of federal universities; it prescribed but could not stimulate university teaching. A certain dissatisfaction has grown regarding that system; the Government of India have given grants for advanced study and research. Hence a stage of fresh problems has been reached. Activity has taken two forms.

In the first place, the movement in favour of new universities has continued. The intention is in some cases to produce a new type; e.g., in the proposals for universities at Dacca, Aligarh and Benares. In others the main motive is the breaking up of excessively large areas and the identification of university and provincial spheres of jurisdiction, though here also the idea of developing along novel lines is present; in this class fall the proposals for Patna, Rangoon and Nagpur. None of these schemes has yet reached its conclusion; some are still in an inchoate stage. But the general approval of the Secretary of State was received during the year to the proposal for the Dacca University, the report of the committee constituted for the Patna University was issued, and progress was made elsewhere.

#### *Imperial grants.*

16. In the second place, there is the expansion of existing universities along new lines. In the previous year 16 lakhs had been made over to universities for capital expenditure and recurring allotments had been nearly trebled. In the present year 17 lakhs have been given for capital expenditure and the recurring allotments (including the earlier grants given) now stand at the following figures:—

	R
Madras University . . . . .	90,000 a year.
University of Bombay . . . . .	55,000 ,,"
Calcutta University . . . . .	1,28,000 ,,"
University of Allahabad . . . . .	85,000 ,,"
Punjab University . . . . .	45,000 ,,"

These figures exclude the sums allotted for the initiation and maintenance of new universities.

17. The previous (comparatively small) grants made in 1904 were for the *Higher studies*, purpose of enabling universities to meet the cost of administration and inspection imposed upon them by the Act of that year. The more generous grants of the past two years have been expended on providing these institutions with buildings and libraries befitting their dignity, initiating systems of centralised teaching and examining resources for a forward movement. The building projects enumerated below have not all been completed; but a recital of these and of the recurring outlay which has taken place will show the trend of development in each centre.

The capital grant to the University of *Calcutta*, which amounted for the two years to 12 lakhs, is being expended on examination halls and the Hardinge Hostel for students of the University Law College, books and furniture for the library and the acquisition at a cost of 8 lakhs of an important site which abuts on the group of university buildings. The recurring funds are being utilised for an elaborate system of M.A. and higher instruction, including the creation of the George the Fifth Professorship of Mental and Moral Science and the Hardinge Professorship of Higher Mathematics (held by Professor Young, F.R.S.), the appointment of university readers, a large number of lecturers and additional expenses connected with the Law College. The university has also, out of its own funds, founded a Carmichael Professorship of Ancient Indian History and Culture and two professorships of English. Something will presently be said regarding the University College of Science which it is understood is being established out of benefactions. Thus the university has largely concentrated M.A. teaching in its own hands. Its policy has been criticised in some quarters as lacking in consideration for the facilities already existing in the larger colleges, instituting a somewhat haphazard system of lectures delivered, in return for low fees, largely by half-time lecturers, without suitable accommodation, the necessary tutorial arrangements or any effective residential supervision of its students. The defence that has been made is that colleges cannot cope with the number of M.A. and M.Sc. students which has suddenly risen to about 1,000 in the university classes (while in the preceding year it was about 500). To this it has been replied that the demand for this kind of instruction has been created by a lax system of qualifying lectures given in return for very low fees and frequently combined with attendance at the University Law College, and that colleges (which offer sounder facilities but limit their admissions to their actual teaching capacity) have not been consulted or brought into co-operation. It is reported that this policy has involved the university in financial difficulties notwithstanding the very liberal grants which the Government of India have made to it. The University of *Bombay* has refitted its library, but appears not to have launched out on any building operations. It secured the services of Sir Alfred Hopkinson as expert adviser, and proposed to spend small sums on the emoluments of scholars from England, on university lecturers and on its library. The position of things here as regards M.A. teaching is different from that prevalent in Calcutta, no less than nine out of 12 arts colleges enjoying affiliation up to the M.A. standard, while only four of the 45 arts colleges affiliated to the Calcutta University have such affiliation—and that only to a limited extent. At the close of the year a scheme for the establishment of a school of research in the field of Indian economics and sociology was approved and the Government of India have promised a recurring grant to the university for its support. The University of *Madras* is spending 6½ lakhs (including a provincial grant) on its libraries and the construction of a new university building. It has created a temporary professorship of Indian economics and a professorship of Indian History and Archaeology, has appointed Mr. Neville, Fellow of Trinity College, Cambridge, lecturer in mathematics for the cold weather, and contemplates the development of the study of Indian languages upon

modern lines, for which purpose Dr. Mark Collins, Professor of Sanskrit and Comparative Philology in the University of Dublin, has been appointed to a chair in Madras. The *Punjab University* is extending its site, instituting hostels for its Oriental and Law Colleges, extending its library building and reorganising the Oriental College. It obtained the services of Professor Ramsay Muir and Dr. Smithells, F.R.S., during the cold weather to advise on the teaching of history and chemistry and to deliver lectures. The *University of Allahabad* has completed the building of its University Law School and is constructing and equipping a library and a law college hostel, has created professorships of Economics and Modern Indian History and has instituted readerships and scholarships.

*Benefactions and science teaching.*

18. It is significant that the subjects most generally chosen for centralised teaching are science, economics and Indian history and language. In Calcutta and Bombay large benefactions have recently been made for scientific teaching and research. The late Sir T. N. Palit and Dr. Rash Behari Ghose have handed over 25 lakhs to the Calcutta University. It is understood that a University College of Science will be instituted, staffed entirely by Indians; but Government has little information about the scheme and has not been consulted regarding it. In Bombay, benefactions have been given to the amount of 26 lakhs for a Royal Institute of Science in which will be provided all the science teaching now given at government arts colleges and possibly a large part of that given at privately managed colleges. The Local Government and the university are assisting the scheme, which is at present under consideration. The activity of the Bombay Presidency in creating facilities for science teaching has been noteworthy. Thanks to another generous endowment of nearly  $8\frac{1}{2}$  lakhs the Gujarat College had in the previous year acquired a valuable Science Institute on the donor's condition that the combined institution should henceforward be maintained by Government.

*Other developments.*

19. The following are some of the principal developments of collegiate education in the different provinces:—

Two notable features in *Bombay* are the progress made in a scheme for a Royal Institute of Science (of which mention has just been made) and the opening in October of a College of Commerce. The report also speaks of proposals for a college at Dharwar, a college for Muhammadans and a college for women as under consideration. In *Bengal* the year presents a record of improvement or of the formulation of schemes in government colleges and of increase in the grant available for privately managed institutions. Speaking of *seminar* work in the Presidency College the report says:—“The work of the *seminars* showed a distinct advance; the organisation is more complete and the students have ceased to be apathetic, with the result that a co-operation in study previously unknown is developing between the members of the *seminars* and the presiding professors. Nevertheless the value of the *seminars* is considerably diminished by the fact that many students are primarily engaged in studying law and regard their reading for the M.A. as a secondary consideration.” The report for the *United Provinces* also contains an interesting account of *seminar* work in the Muir Central College. An incident of note in these provinces was the opening by His Excellency the Viceroy on January 9th, 1914, of the new buildings of St. John's College, Agra. Progress is also recorded in the *Punjab*. The science side of the Government College continues to develop. Research work in botany, zoology and chemistry has been carried on there. A college herbarium of Indian plants has been started and a large biological laboratory was under construction. A college class has been opened in the Kinnaird High School for girls, Lahore. While the chief event in *Bihar and Orissa* was the publication of the report of the proposed Patna

University Committee, steady progress was made in the colleges. The staff was strengthened; new laboratories were commenced at the Patna College; aided colleges were improved with the result that the number of their students rose considerably. New buildings are being constructed for the Jubbulpore College in the *Central Provinces*, and it has been decided to establish a government college at Amraoti. In Assam, the development of the Cotton College, in point both of buildings and of extended affiliation, proceeds apace and the province is acquiring a self-contained system of collegiate education. The new Islamia College at Peshawar has shown remarkable progress. It was opened only the previous year and is a combined college and school of a purely residential type providing religious instruction. "Almost at once the demands for admission far exceeded the available accommodation.

It has already become a centre for those pupils from the agencies and the trans-border districts all round the province whose parents desire them to be educated but dislike sending their sons to the neighbouring schools in British territory."

It remains to narrate that the number of students in arts colleges has risen phenomenally in the past two years. In 1911-12 it was 28,196, in 1912-13 it was 32,049; at the close of 1913-14 it was 37,520. In the same period the number of institutions has increased by two and now stands at 125. Students in government colleges alone have increased by over 2,000.

### III.—Secondary education.

20. The chief characteristic of secondary education continues to be a surprising increase in the number of those who seek it, with the result that here, *numbers*, as in the colleges, there is often some difficulty in accommodating all candidates. Secondary schools for boys have increased by 227 and pupils by 69,572 of whom 53,670 are undergoing instruction in English. The totals of institutions and scholars are 6,279 and 1,008,584 respectively. Of these 1,349 are high schools and 2,674 middle English schools containing respectively 466,159 and 316,465 pupils. The remainder is accounted for by middle vernacular schools.

21. The Government of India distributed during the year a capital allotment of R36,03,000. This was intended not only for secondary schools but *Imperial grants*, also for colleges and training institutions. The following recurring grants were also made for secondary education :—

	R
Madras	1,35,000
Bombay	95,000
Bengal	2,26,000
United Provinces	95,000
Punjab	95,000
Burma	67,000
Bihar and Orissa	95,000
Central Provinces	58,000
Assam	34,000
North-West Frontier Province	15,000

In 1912-13, recurring grants of the amount of R6,31,000 had been made for the same purpose. Thus the total addition to recurring funds made available during the two years for secondary education (exclusive of some small amounts sanctioned for Agencies, etc.) amounts to R15,46,000.

*Developments.* 22. The methods in which these grants have been expended and the schemes which are being formulated or brought into effect are briefly as follows:—

In *Madras* marked progress has been made in the improvement of accommodation and equipment, over  $3\frac{3}{4}$  lakhs being spent on the latter. The scheme for the gradual improvement of secondary schools in *Bombay* was drawn up in 1911 and is being steadily worked out. Considerable capital expenditure has been incurred on a building for a high school in East Khandesh, extensions of other schools, hostels and playgrounds. A recurring sum of Rs26,000 a year was allotted for increasing the pay of assistant masters. Supplementary grants continue to be paid to aided schools bringing, it is reported, improvement in the teachers' salaries but not much in their quality. The most interesting development has been that of science teaching—a subject in which, as will have been seen from the preceding section, great activity has recently been displayed in this Presidency. An inspector of science teaching has been appointed, steps are being taken to provide laboratories in schools, and Rs33,000 has been sanctioned for the supply of apparatus. In *Bengal* it has not yet been found possible to introduce any general scheme for the improvement of secondary education. Hence the recurring grant of Rs2,26,000 was spent on building projects and furniture, while the bulk of the previous recurring allotment of  $1\frac{1}{2}$  lakh was devoted to increasing grants to aided schools. The report notices a novel development. "Many prominent men in Bengal have been emphasising for a long time the great need that exists for a residential school for Bengali boys conducted as far as possible on the lines of an English public school. During the year under review the Government of Bengal decided to satisfy, if possible, the demand without further delay. The Government of India agreed to lend Hastings House for this purpose, and a scheme is now before that Government for establishing a school on that property. Their idea is that the school should be temporarily housed at Hastings House, pending the working out of a scheme for re-establishing it outside Calcutta on a permanent basis and in buildings of its own." The Government of the *United Provinces* has long been following out the lines of a well considered scheme. New buildings have been erected both for Government and for aided schools, while special grants, sanctioned in the preceding year, have been made to the latter. A scheme for *Burma* has received the sanction of the Secretary of State. It will provide, at a cost of 12 lakhs capital and 3 lakhs recurring, for the maintenance by government of a few schools previously supported by municipalities, and the improvement of the staff of government, municipal and aided schools. Progress is being made with the scheme. The previous grant (of Rs60,000) in *Bihar* and *Orissa* was fully allotted during the year, and a comprehensive scheme calculated to cost Rs4.97 lakhs capital and Rs3.86 lakhs recurring was submitted, but did not receive the general approval of the Secretary of State till after the close of the period under review. Hence the new grant of Rs95,000 was handed over to District Boards for improvement of the buildings of middle English schools, while building operations were also conducted at certain government high schools and large building grants were given to private bodies. At present there are grave complaints of the inadequacy of the accommodation in most of the privately managed schools. The scheme alluded to, when carried out, will greatly improve the prospects of the staff in government schools and will raise privately managed schools by the help of grants to an efficient standard, a regular scale of pay being provided for their staff. At the beginning of the year an important scheme was sanctioned for the *Central Provinces*. The minimum pay of graduate teachers has been raised to Rs60 and of undergraduate teachers to Rs40, while corresponding improvements have been made in higher grades. Steps have been taken to raise certain government schools to the high standard as contemplated in the scheme. "The financial limitations to government enterprise are, however," says the Chief Commissioner's resolution, "beginning to be realised, and it may be hoped that, with the growth of enlightened public opinion, funds will be forthcoming from private sources which will facilitate the establishment of institutions which, with the aid of contributions from government, will be really efficient and will be able to supplement the

educational organisation of the province so as to meet the growing needs in this direction." There has been very great building activity. An inspectorship has been sanctioned for science teaching. No general scheme has been submitted from Assam; but the Chief Commissioner has laid down a definite policy, an important item in which is the transfer to government of the majority of aided schools at sub-divisional headquarters. In pursuance of this policy, says the resolution, "six aided high schools at sub-divisional headquarters were provincialised during the year; a scheme was sanctioned for the development of government high schools so as to provide for existing requirements and for the expansion anticipated at the beginning of the succeeding year; middle English schools were opened at certain centres to relieve the pressure on the lower classes of the high schools; unaided high schools were taken on to the aided list, and assistance was given to aided schools on a generous scale to enable them to keep pace with the improvements effected in government institutions." A scheme for high schools in the *North-West Frontier Province* was sanctioned, in pursuance of which certain municipal schools were taken over by government and the grant-in-aid rules were revised on a liberal scale so as to encourage private enterprise.

Thus the majority of provinces have now approved schemes to work upon. It remains to provide funds to carry out those portions to which effect have not yet been given.

23. The question of the matriculation examination is beginning to excite *Defects of the* considerable controversy. This examination represents the goal of school matriculation work and hence dominates both the subject matter and the method of instruction in high and even to some extent in middle schools. At the same time, it provides the machinery for testing the fitness of pupils to enter on university courses and thus affects by its character the quality of the material supplied to colleges. A strong feeling is growing among educationists and others that success at the matriculation is an insufficient proof of ability to attempt higher studies and actually tends in some provinces to become cheaper, and that the only salvation of the colleges is to purge them of what is in reality a school-boy element.

The Bombay report comments on the sudden rise in the number of successful candidates at matriculation from 34 to 58 per cent. and states that the phenomenon is apparently not attributed to any great improvement in the teaching of the schools. It quotes a remark of Sir Alfred Hopkinson to the effect that "an examination in mathematics with only three per cent. of failures among candidates drawn from schools of all kinds and most various degrees of efficiency must be entirely inadequate as a guarantee of any knowledge of the subject." It is given as the general opinion of the professors who are concerned with teaching the first year class at St. Xavier's College, Bombay, that at least one-third of the students (apparently over 300 in number) are not fit for the course prescribed by the university. The principal of the Dayaram Jethmal Sind College at Karachi makes a similar complaint and surmises that this may result in a lowering of the higher university examinations. (In this connection, it is interesting to observe that Principal Paranjpye of the Fergusson College, Poona, is of opinion that the new B.A. pass course recently introduced in Bombay is too meagre to occupy a student for two years.) The resolution of the Government of Bombay comments on this apparent lowering of the standard of matriculation and the consequent unprecedented influx of first year students, a large proportion of whom cannot be regarded as properly pre-

pared for higher education. It is reported from the United Provinces that boys migrate into Bihar owing to the impression that the Calcutta matriculation is easier than that of Allahabad. The resolution on the report states that "the colleges are congested with students whose inadequate attainments render them unsuited to benefit by a university training, and an extension of the school course, involving possibly the taking over by the schools of some of the college classes, seems to be required as much in the interests of collegiate as of secondary education."

*Remedies.*

24. Various proposals have been made for remedying this state of affairs. One is the substitution for the matriculation of a more intelligent form of test. This already exists as an alternative in Madras, Bombay and the United Provinces, though in Bombay it does not admit to the university. In Madras 4,860 secondary school-leaving certificates were completed during the year. It is stated in the United Provinces report that principals of colleges are finding that students who have passed the school-leaving certificate examination are, as a rule, better able to understand and converse in English. Burma too has a high school final examination; the number of those who take it, though small, is growing. Bihar and Orissa have appointed a committee to consider the question of a school-leaving certificate and the North-West Frontier Province has referred a scheme to the Punjab University. The Government of India have declared themselves in favour of some sort of test which gives consideration to the school record. Another proposal now frequently put forward is the elongation of the school course so as to include all or a portion of the intermediate stage of instruction. In the Imperial Legislative Council, the Hon'ble Pandit Madan Mohan Malaviya advocated the teaching of the intermediate standard in all high schools, the student subsequently taking his degree at a college in three years. Dr. Tej Bahadur Sapru, addressing the Provincial Conference at Meerut, suggested that the first year of the intermediate stage should be relegated to the high schools. The Bombay report quotes the opinion of Dr. Mackichan, principal of the Wilson College, who would like to see the number of students in the first year reduced and thinks that at least one year should be added to the high school course, so that students should complete in school the work that they now do in the first year of the college course.

*IV.—Primary education.*

*Progress.*

25. The increase in the number of pupils reading in public primary schools for boys during the quinquennium 1907-1912 was 891,980. No higher quinquennial increase had been recorded. The figures for the past three years are:—

	—	Number of primary schools for boys.	Number of pupils in boys' primary schools.	Increase of pupils.
1911-12	.	110,692	4,522,648	..
1912-13	.	114,024	4,768,049	245,395
1913-14	.	116,650	4,973,916	205,873

Thus, in two years, there has been an increase of 451,268 pupils in primary schools. The provincial figures are as follows :—

Province.	Number of boys' primary schools.		Number of pupils reading in boys' primary schools.		Increase or decrease of pupils.
	1913.	1914.	1913.	1914.	
Madras . . . . .	25,223	26,018	1,015,106	1,089,478	+ 74,372
Bombay . . . . .	12,189	12,790	723,815	750,985	+ 27,170
Bengal . . . . .	28,107	27,470	1,047,255	1,028,484	- 18,771
United Provinces . . . . .	10,158	10,114	517,534	566,156	+ 48,622
Punjab . . . . .	3,689	4,158	197,663	220,555	+ 22,892
Burma . . . . .	4,733	5,016	162,637	189,038	+ 26,401
Bihar and Orissa . . . . .	22,453	22,509	637,634	614,223	+ 6,589
Central Provinces . . . . .	3,471	3,816	261,106	289,539	+ 28,133
Assam . . . . .	3,534	3,760	118,278	161,730	+ 43,452
North-West Frontier Province . . . . .	335	140	16,899	22,301	+ 5,402
Coorg . . . . .	84	93	5,909	6,550	+ 641
Delhi . . . . .	69	76	3,907	4,877	+ 970
<b>TOTAL</b>	<b>114,021</b>	<b>116,650</b>	<b>4,768,043</b>	<b>4,973,916</b>	<b>+205,873</b>

All the provinces have contributed to the increase save Bengal, where both schools and pupils have declined. The causes of the decline are mentioned later.

As remarked in the last quinquennial review, the figures given in the preceding paragraph do not disclose the whole truth. Some of the pupils reading in boys' schools are girls while boys are also found in girls' schools. The pupils reading in the primary stages of secondary schools and in some of the other public and private institutions which impart primary education have to be added in. The calculation of those undergoing elementary instruction is as follows :—

	Boys.	Girls.	Total.
In primary stage of public schools . . . . .	5,117,529	970,423	6,087,952
In other public schools giving primary education . . . . .	141,570	25,018	166,588
In elementary private schools (teaching a vernacular) . . . . .	349,164	19,478	368,642
<b>TOTALS</b>	<b>5,608,263</b>	<b>1,014,919</b>	<b>6,623,182</b>

Seven years ago the total of children in the elementary stage of instruction was 4 $\frac{7}{10}$  millions; two years ago it was 6 millions; in the past year it was 6 $\frac{3}{5}$  millions, or 173 per cent. of the population of a school-going age—namely 28.7 per cent. in the case of boys and 5.4 per cent. in the case of girls.

26. This advance was to a large extent made possible by the grants *Imperial* allocated to elementary education. In considering these grants, it is not grants only the sums made available in 1913-14, which have to be taken into consideration, but those of the previous years also. Primary education is a matter of slow mobilisation and the effect of disbursements becomes apparent only

gradually. The grants recently made in the nine major provinces for this object have been:—

	Non-recurring.						Recurring.	
				R			R	
1911	.	.	.	.	.	.	9,95,000	...
1912	.	.	.	.	.	.	90,000	30,00,000
1913	.	.	.	.	.	.	84,00,000	19,35,000

The financial effect has been as follows:—

	Amount contributed to boys' primary schools in						Percentage to total expenditure.		
	1912.			1913.			1914.		
	B	R	R	B	R	R	1912.	1913.	1914.
Public funds	.	.	.	1,17,91,788	1,32,38,970	1,54,81,800	65.6	66.7	69.7
Fees	.	.	.	40,87,961	32,98,114	43,06,738	22.8	21.6	19.4
Other private funds	.	.	.	20,82,714	23,30,167	24,32,872	11.6	11.7	10.9
<b>TOTAL</b>	.	<b>1,79,62,463</b>	<b>1,08,67,251</b>	<b>2,22,21,410</b>			<b>100.0</b>	<b>10.90</b>	<b>100.0</b>

Thus public funds are coming to take a proportionately larger share in meeting the cost of elementary education, and the amount of fees collected, though it has increased, shows proportionate diminution.

It is necessary to consider how far expenditure on primary education keeps pace with the allotment of additional grants. The recurring grants took effect first in 1912-13 and now amount to R49,35,000 annually. The increase in annual expenditure on the maintenance of primary schools for boys since 1911-12 (the year before the grants were made) is now R34,44,000. This, however, does not necessarily mean that grants have not been spent. For some Local Governments, such as those of Bengal, Bihar and Orissa, Burma and the Central Provinces (which show a shortage in recurring expenditure) spent a portion of their grants on capital objects. (Such expenditure is not included in the expenditure figures given above; and the statistics regarding money employed on buildings and furniture do not distinguish between primary and other grades of institutions.) It is also probable that some portion of the grants has been utilised in indirect expenditure, such as training, the cost of inspecting staff, etc.

*Developments.* 27. In the primary department of education interest centres round the schemes of expansion and improvement made possible by the liberal grants of recent years.

*Madras* records an addition of 794 public elementary schools for boys. In *Bombay* an extensive programme has been framed and 621 primary schools for boys were opened during the year. *Bengal* on the other hand shows a decrease of 637 institutions. Throughout the presidency there has been a falling off in the number of upper primary schools, for which, says the report, there is apparent lack of enthusiasm. The decrease in the number of lower primary schools is confined to the western districts and is explained as due to various causes—floods, closer inspection and the conversion of some schools into *maktabs*. “The increase in the number of lower primary schools in Eastern Bengal,” says the report, “is due mainly to the number of these institutions of an improved type which have been founded in *panchayati* unions and for which funds have been liberally given to district boards. This scheme of expansion of primary education has just been introduced into Western Bengal; and it is hoped that succee-

ing reports will be able to announce an all-round advance in the numerical strength of primary institutions." The decrease in pupils attending primary schools is 18,771. The main lines of advance will be the establishment of model primary schools and the provision of buildings for aided schools. In the *United Provinces* an important committee has gone thoroughly into the question of primary education, schools and scholars show an increase (the latter of 18,622), and various steps have been taken to secure some permanence or guarantee of solidity in aided institutions. Programmes of extension have been drawn up by many boards in the *Punjab*. Numbers show an increase. The following passage in the report is of interest. "The theory that there should be central upper primary schools surrounded by lower primary branches does not find favour in this province; the demand is everywhere for a complete primary school and for a board school in preference to an aided one." The system of central schools surrounded by branches has, on the other hand, been recommended by the committee in the *United Provinces*. *Burma* records a very satisfactory advance, mainly in monastic schools, which will offer a simple curriculum. *Bihar and Orissa* shows a moderate increase. The report and the resolution combat the charge that the grants should have been used to increase the number of schools rather than their efficiency. The resolution says:—"At the last census it was found that in *Bihar and Orissa* the proportion of persons between the ages 15 and 20 who were literate was less than one-third of the proportion between the ages 10 and 15 who were at school—in other words that very large numbers of children leave school either wholly unable to read and write or so poorly equipped in this respect that five years suffice to obliterate altogether the results of the meagre teaching that they have received."\* In the *Central Provinces* and *Assam* the increases have been considerable—particularly in the former. In *Assam* education has been made free in middle vernacular and upper primary classes. This has had an excellent effect in increasing the number of pupils in middle vernacular institutions. The *North-West Frontier Province* also shows a satisfactory increase in the same class of institutions, along with a general increase of schools and pupils.

28. Some of the reports emphasise the difficulty experienced in obtaining *Type of* a satisfactory type of building for primary schools. The essentials of such *building*, a building are cheapness, space, good ventilation and light. The *Bombay* report speaks of a type of house with dwarf walls and a roof supported by pillars, which is common in *Ceylon*. Furniture is stored in a small room which is constructed at one end of the building and can be locked up. Matting is sometimes provided, to be let down as a protection against wind. Coolness is ensured by a roofing of straw or locally made tiles. But often quite half the children are taken out to work under trees for the greater part of the school period. Similarly, the *Punjab* report says that what is required for a small village school is some form of open airy shelter, which need not cost much, supplemented by a shady tree if possible. On the other hand, what actually happens is that a few comparatively expensive buildings are erected, while elsewhere "classes are held in private houses where boys are huddled together like sheep in a pen and can hardly breathe." The Director recommends a shady tree and a light shelter against rain with a store-room for apparatus. Needless to say, no single type will suffice for the varying climatic conditions and the different materials found throughout India.

29. The difficult problem of providing suitable education for children *Children engaged in industries* deserves special attention and more notice in reports *employed in* than it sometimes receives. The *Bombay* report mentions the opening of *industries*.

\* Compare sixth Quinquennial Review, para. 324.

few factory schools in most cases without success. The following account of similar attempts in Bihar and Orissa deserves quotation in full:—"During the year a half-time school was established in connection with the Peninsular Tobacco Company's Factory at Monghyr. It has proved very successful and has now 453 children on its rolls. Night schools were also established at Sahebganj for the children employed in the Sabai Grass Industry and at Sakehi for children employed in the Tata Company's Works, while 7 such schools were established in the Dhanbad sub-division for children employed in the mica factories. In addition to these schools the East Indian Railway Company maintains, with the help of a district board grant, 31 schools near Giridih for the children employed in its collieries there. There are few large factories in the province, but it will be seen that active steps have been taken for the education of the children employed in the larger industrial concerns." In Assam there are now 118 schools for tea garden children.

#### *V.—Professional and special education.*

*General figures.* 30. The number of students in professional and special schools and colleges has risen from 204,600 to 213,864. The main developments are shown in the following paragraphs. The subject of the training of teachers has been partially treated above (page 6). There is nothing particular to record about legal education save what has already been said in section II and the fact that the numbers of those who study law have increased from 3,877 to 4,083.

*Training of teachers.* 31. The number of those under training for the teachers' profession is 17,190, against 15,541 in 1912-13. The record is generally one of increase in the number of training classes with a view to meeting the demand for teachers raised by the distribution of grants and the creation of new schools. The following developments are noticed. In *Bombay* the scheme has been tried and has succeeded of utilising diploma-holders of the secondary training college for giving instruction in teaching to masters of aided high schools in Poona and for supervising their actual teaching in schools. *Bengal* has a network of 117 *guru*-training schools for elementary teachers. The greater number of these are in the western districts, the policy pursued in Eastern Bengal having been one of increasing the numbers in existing schools and improving the staff but not of multiplying the institutions. In 1908 the Government of Eastern Bengal and Assam had framed a scheme for still further accentuating this policy and improving the schools. A scheme has now been drawn up on the lines of this Eastern Bengal scheme for placing all these institutions on an improved footing. In Eastern Bengal several schools of this type have already been built; and it is hoped with imperial revenues to extend the improved schools throughout the Presidency. In the *Allahabad Training College* special courses have been arranged in certain subjects and are much appreciated. The direct method of teaching English is said to have produced encouraging results in the practising school. In the *Central Provinces* re-training classes have been opened. In *Assam* the period of training at the normal schools has been extended to three years.

32. The encouragement of oriental studies is a point on which the Government of India have recently laid stress, as was indicated by the assembling *studies* of a conference on the subject in 1911. It is difficult to gauge progress here. During the past two years the numbers in oriental colleges have increased by 217 and now stand at 1,669. But this by no means represents the total of those engaged in such studies. The private institutions which teach oriental classics show an increase of 5,032 pupils, the total now standing at 60,232. In many of these, however, the instruction is not of a high order. Some of the special public schools are engaged on similar work; but it is impossible to distinguish the precise number of these. As already noticed, some of the universities have created chairs of oriental studies. The Calcutta University has founded a Carmichael Professorship of Ancient Indian History and Culture. Madras has secured the professor of Sanskrit and comparative philology in the University of Dublin to fill the chair of philology. The Punjab University has made new appointments in its oriental college. The University of Allahabad has created a chair of post-Vedic studies, and the report of the United Provinces has an interesting description of the Princess of Wales Saraswati Bhawan or Sanskrit library at Benares, which has been constructed and equipped by liberal contributions and a government grant, and was opened by the Lieutenant Governor during the year. "It provides not only a library, where the Sanskrit manuscripts are securely and suitably housed, but reading and lecture rooms where students of Sanskrit may have opportunities for receiving instruction and for quiet study with ready access to materials for research. It is intended to foster higher Sanskrit studies both on oriental and western lines, to be a meeting place of the East and the West, of the old and the new, where the traditional learning of the *pandit* may be linked with the scientific methods of critical scholarship. Of the offspring of this union high hopes are entertained." In addition, posts have been created of a superintendent of Sanskrit studies and of an inspector of pathshalas. The Government of India have made a grant to the Asiatic Society of Bengal to enable that body to utilise the services of Dr. L. P. Tessitori in editing the bardic chronicles of Rajputana. Various Local Governments have framed schemes, some of them after calling committees to consider the subject. The resuscitation of higher scholarship on a liberal scale and the blending of *pandit* lore with modern critical research will be a slow process; but the process has commenced.

33. A school of tropical medicine was sanctioned for Calcutta, and the *Medical education*. foundation stone was laid in February 1914. The buildings are now complete and it was hoped that the school would be opened early this year. It is possible, however, that in consequence of the war there may be some postponement. Steady progress was made with the improvement and re-construction of the bacteriological laboratory at Parel which will be converted into a school of tropical medicine similar to the one which has been started in Calcutta.

A scheme was submitted to the Secretary of State for rendering assistance to the College of Physicians and Surgeons of Calcutta associated with the Albert Victor Hospital at Belgachia. This independent medical institution will now be affiliated with the Calcutta University, and its qualifica-

tions will be recognised by Government. In Bombay a College of Physicians and Surgeons was established for the granting of licenses and diplomas to college students who are not prepared to proceed for university degrees. A similar body, called the State Medical Faculty, was founded in Calcutta. Medical Registration Acts were passed for the presidencies of Madras and Bombay and for the province of Bengal.

Arrangements were made for the improvement of medical education in Madras and for the re-organisation of the teaching staff at the Madras Medical College. A scheme was approved for founding a medical college for women and a training school for nurses at Delhi. The foundation stone of this school was laid by Her Excellency the late Lady Hardinge the day before she left for England in February. A proposal was brought forward for the creation of post-graduate classes at the King George's Medical College, Lucknow, for civil assistant surgeons, and the question of the establishment of similar classes in other provinces is under consideration. The Women's Christian Medical College at Ludhiana for the training of female sub-assistant surgeons, compounders, and nurses was formally recognised by government and received a grant-in-aid. It continues to make good progress.

A scheme was introduced in Madras whereby officers of the Indian Medical Service and civil assistant surgeons serving in the Madras Presidency are now deputed to the Government Ophthalmic Hospital in Madras for definite periods in order that they may receive a systematic course of instruction in ophthalmology. A scheme for improving the training of military assistant surgeons who will in future undergo a five years' course of training similar to that given to civil assistant surgeons was sent home for the approval of the Secretary of State. His approval has now been received.

*Technical and industrial education.*

34. The numbers in engineering and surveying schools show a slight decline, those in technical and industrial schools an increase of nearly 2,000. The number in both together is now 13,570, an utterly inadequate total when it is considered that there are over 47,000 students in arts and professional colleges and over a million pupils in secondary schools. Few facts about education in India are so important and significant as the comparative paucity of those who are preparing for a technical career. The report from Bihar and Orissa, in remarking upon it, says that the new survey class was designed to admit 50 pupils every year, but last year only 14 were admitted, and that the admissions to the sub-overseer courses fell off. Again, the District Board of Bahraich (United Provinces) opened a carpenters' school in 1913 in order to test the reality of the demand for technical instruction; notwithstanding all efforts, the carpenters asked that their boys should be paid to attend and outside the carpenter class only two or three pupils presented themselves.

In Madras a good deal has been done towards the improvement of the tannery industry and the manufacture of tanning extracts. The Sir Jamsetjee Jeejeebhoy School of Art and the Victoria Jubilee Technical Institute, Bombay, show satisfactory progress. The equipment of the

technical schools at Lucknow and Gorakhpur and of the carpentry school at Bareilly has been much improved. An interesting development is reported from the weaving schools in Bihar and Orissa, where the cost of the yarn will be paid by government and recouped from the sale of manufactured articles, while the balance, supplemented by a further grant, will form a fund for the purchase of looms for successful students. It is proposed to open a third mining class in the coal-fields. The buildings of the engineering school at Nagpur have been completed.

35. During 1913-14 the question of making drastic changes in the curriculum of the various agricultural colleges in order to attract the right class of *education*, men to them and thereby to increase their usefulness and popularity came into especial prominence and was one of the principal subjects discussed at the meeting of the Board of Agriculture held at Coimbatore in December 1913. The only changes actually carried out at agricultural colleges during the year under review were in the Central Provinces where the curriculum of the Nagpur College was altered in the direction of concentrating chemistry and botany in the first two years and of paying more attention to agriculture, veterinary science and engineering in the third year, and in the United Provinces where the *kanungo* students were removed from the Cawnpore College, a separate school being established for them.

36. The new buildings of the Forest Research Institute at Dehra Dun *Forestry education*, were completed during the year.

37. A post-graduate course in veterinary bacteriology and sanitary *Veterinary education*, science to which a certain number of members of the civil veterinary department will in future be deputed annually was initiated at the Bombay Veterinary College.

#### VI.—*Education of special classes.*

38. In a short review like the present it is not necessary to deal with the subject of special classes under every head. Thus, nothing is said of the education of chiefs, since there has been no special development during the year.

39. The number of girls in public institutions has increased from 929,927 *Education of girls*, to 1,019,544 and the total from 1,006,636 to 1,102,242. Only 5·9 per cent. of the female population of school-going age are at school. The actual figures are still small. The proportionate increase is satisfactory in that it is the highest annual increase on record. Beyond these figures there is not much to note in the way of general movements. The imperial grants have permitted of the opening of new schools. The Government of Bengal are experimenting with *panchayati* union girls' schools, presumably a pendant to the boys' schools of that species. It is recorded that in Madras the number of Muhammadan girls at school has more than doubled in the last two years. Several reports speak of the large increase in the number of girls reading in boys' schools. The admission of girls into the lower classes for boys is often the prelude to the establishment of a girls' school. A form of education which does not appear to have given satisfaction is *zenana* teaching. In the Punjab it has not been generally successful; and the demand for it

is small. The reports from the United Provinces and Bihar and Orissa speak unfavourably of it. In Bengal alone the work is considered to be full of promise.

The framing of suitable curricula for girls' schools is exercising the minds of educationists, especially in the Punjab, where Queen Mary's College takes the lead in modern methods of instruction. The Inspectress in Bengal considers that the work of education is subordinated to the idea of a "pass," and the social and domestic aspects of school work are neglected. She does not consider the matriculation to be of real value in girls' schools. It is comforting to hear that in an aided *purdah* Urdu school in Bombay instruction in first aid and nursing is regularly imparted by an experienced teacher to the higher classes.

From almost every province the cry is for more women teachers. This want is undoubtedly one of the main stumbling blocks in the education of girls. Its solution on a large scale is still to seek. Among the steps which are being taken, it may be mentioned that Madras has a hostel for Brahman widows at Triplicane. It contains 25 boarders.

*European education.*

40. Work has progressed in the matter of European education along the general lines indicated at the Simla Conference of 1912. Grants have been made for this purpose, including R40,000 and R30,000 for the education of the poor in Calcutta and Madras city respectively. The increase in the number of pupils has been 2,902, and the total now stands at 37,809, exclusive of Bangalore and other places not covered by provincial reports. According to the calculation made in the sixth quinquennial review, over 15 per cent. (if Bangalore is included, over 16 per cent.) of the total domiciled community are at school. Numerical progress has been most marked in Madras and Bombay, the pupils rising by 11.8 and 10.2 per cent. The scheme for the establishment of a training college for Europeans in southern India (in addition to the class at Sanawar, which makes provision for upper India) is being considered. Salaries have been increased and better teachers are employed in consequence. In Madras grants have also been used for the establishment of classes for physical training and domestic economy. A manual training class for teachers was held in Bengal. The Lawrence institutions at Murree and Sanawar have been improved. The Punjab resolution says, "The year has been one of steady progress, and there is no longer any difficulty in obtaining a good education in a hill climate at moderate expense for children of the Anglo-Indian community."

*Muhammadan education.*

41. In April 1913, the Government of India issued a circular containing suggestions on the education of Muhammadans. It was pointed out that this section of the community, while it now held its own in the primary schools, was still backward in the higher grades of instruction. The measures of improvement suggested were that *maktabs* should be encouraged to adopt a secular course, that the teaching of Urdu should be provided where necessary and that special text-books should be framed for semi-secular *maktabs*. It was thought that existing madrassas and Islamia colleges and schools should be improved and new schools established for Muhammadans in suitable localities. The provision of Muhammadan

hostels and the appointment of Muhammadan teachers and inspectors and of a reasonable number of Muhammadans to committees and governing bodies of institutions were also mentioned among other matters requiring attention. These are still under the consideration of some of the Local Governments.

- Muhammadan pupils have risen from 1,625,054 in 1912-13 to 1,699,449 or by 4.6 per cent. against an increase of 4.8 per cent. among Hindus. The remarkable increase in the number of Muhammadan girls at school in Madras has already been noticed. Similarly in Bengal the increase among Muhammadan girl pupils was more than four times the increase of the previous year, though the Director observes that the progress made by Muhammadans as a whole is very slight. In Bihar and Orissa there was a slight decline.

It is interesting to find that in several reports mention is made of the readiness of Muhammadans to enter the common schools and of the unpopularity of special institutions. Notwithstanding satisfactory progress in the number of Muhammadan pupils in Madras, schools chiefly intended for this class of the community decreased and their pupils fell off by over 10,000. The Muhammadan high school in Bombay, which offers many advantages, is shunned by those who can afford to send their children to other institutions. The Director in Burma, in answering the question whether Muhammadans are really apathetic in the matter of education, says that their only apathy seems to be in not wishing to send their children to purely Muhammadan schools.

Muhammadans still show hesitation in entering technical schools. The resolution on education in the Punjab quotes the following extract from the presidential address recently delivered at the All-India Muhammadan Educational Conference. "Thirty years ago the cry of the Indian Mussalmans used to be the cry of despondency, that in the matter of English education we have allowed ourselves to lag behind. Thirty or forty years hence I am afraid the burden of our cry would be that we have fallen behind all other communities in the peaceful avocations of manufactures, commerce and industry."

The progress made at the Islamia College, Peshawar, has been mentioned. The Government of India have now made a liberal recurring grant to the Islamia College at Lahore, while the Government of the Punjab has given over  $1\frac{1}{4}$  lakh as building grants to Muhammadan high schools and has accorded concessions by way of enhanced scholarships and remission of fees.



## APPENDIX.

*Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them.*

Province.	Particulars.	1910-11.		1911-12.		1912-13.		1913-14.	
		R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)
Madras	Available	..	57.61	..	57.61	..	57.61	..	57.61
	Non-recurring grant.	6.57		Balance, non-recurring.	43.33	Balance, non-recurring.	4.22		
	TOTAL	64.18		Recurring grant.	10.00	Previous recurring grant.	10.00		
				Non-recurring grant.	8.70	New recurring grant.	6.83		
				TOTAL	80.81	New non-recurring grant.	49.00		
						TOTAL	129.66		
	Spent	57.61		59.65		79.62		95.20	
	Balance	..	41.47	..	41.47	..	41.47	..	41.47
Bombay	Available	..	66.98	..	66.98	..	66.98	..	66.98
	Non-recurring grant.	11.02		Balance, non-recurring.	3.12	Excess in 1912-13.	4.44		
	TOTAL	78.00					62.54		
				Recurring grant.	7.75	Previous recurring grant.	7.75		
				Non-recurring grant.	8.00	New recurring grant.	5.93		
				TOTAL	8.80	New non-recurring grant.	38.75		
						TOTAL	114.97		
	Spent	66.98		74.88		90.20		90.60	
	Balance	..	3.12	..	3.12	..	1.14	..	1.14
Bengal	Available	..	63.38	..	66.92	..	60.92		
	Non-recurring grant.	24.80		Balance, non-recurring.	19.78	Balance, non-recurring.	38.54		
	TOTAL	87.88		Recurring grant.	11.25	Previous recurring grant.	12.25		
				Non-recurring grant.	28.00	New recurring grant.	13.56		
				TOTAL	120.95	New non-recurring grant.	75.00		
						TOTAL	200.27		
	Spent	63.38		68.10		82.41		88.92	
	Balance	..	19.78	..	19.78	..	38.54	..	111.35

## APPENDIX.

*Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.*

Province.	Particulars.	1910-11.		1911-12.		1912-13.		1913-14.	
		R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)
United Provinces	Available	..	59.24	..	59.24	..	59.24	..	59.24
			Non-recurring grant.	15.91	Balance, non-recurring.	7.57	Balance, non-recurring.	3.23	
			TOTAL	75.15	Recurring grant	8.25	Previous recurring grant.	8.25	
					Non-recurring grant	6.50	New recurring grant	6.51	
					TOTAL	81.56	New non-recurring grant	42.30	
							TOTAL	119.53	
	Spent	59.24		67.58		78.33		81.94	
	Balance	..	+ 7.57			+ 3.23		+ 37.59	
Punjab	Available	..	34.99	..	34.99	..	34.99	..	34.99
			Non-recurring grant.	9.00	Balance, non-recurring.	5.23	Excess in 1913-14	60	
			TOTAL	43.99	Recurring grant	4.60		34.39	
					Non-recurring grant	4.50	Previous recurring grant.	4.60	
					TOTAL	49.32	New recurring grant	3.81	
							New non-recurring grant	25.25	
							TOTAL	68.05	
	Spent	34.99		38.76		49.92		54.77	
	Balance	..	+ 5.23			+ 60		+ 13.28	
Burma	Available	..	24.27	..	24.27	..	24.27	..	24.27
			Non-recurring grant.	8.00	Balance, non-recurring.	5.30	Balance, non-recurring.	3.53	
			TOTAL	32.27	Recurring grant	3.00	Previous recurring grant.	3.00	
					Non-recurring grant	1.50	New recurring grant	3.07	
					TOTAL	34.16	New non-recurring grant	24.25	
							TOTAL	58.12	
	Spent	24.27		26.88		30.63		35.86	
	Balance	..	+ 5.30			+ 3.53		+ 22.26	

## APPENDIX.

*Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.*

Province.	Particulars.	1910-11.		1911-12.		1912-13.		1913-14.	
		R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)	R. (In lakhs.)
Bihar and Orissa	Available	..	..	..	27.32	27.32	..	..	..
				Recurring grant	5.30	Balance	..	3.04	
				Non recurring grant	3.00	Previous recurring grant.		5.30	
				TOTAL	35.62	New recurring grant	5.23		
						New non-recurring grant	33.78		
						TOTAL	74.67		
Central Provinces	Spent	..	27.32	..	32.58	..	..	45.91	
	Balance	..	..	..	..	+ 3.04	..	+ 28.76	
	Available	..	24.41	..	24.41	..	..	24.41	
			Non-recurring grant.	4.00	Balance, non-recurring	2.76	Balance, non-recurring.	2.17	
			TOTAL	28.41	Recurring grant	2.95	Previous recurring grant.	2.95	
					Non recurring grant	1.50	New recurring grant	2.69	
Assam				TOTAL	31.62	New non-recurring grant	17.75		
	Spent	24.41	25.65	..	29.45	..	..	31.50	
	Balance	..	..	+ 2.76	..	+ 2.17	..	+ 18.47	
	Available	..	..	..	..	11.04	..	11.04	
				Recurring grant	1.85	Balance, non recurring.	..	2.20	
				Non-recurring grant	1.00	Previous recurring grant.	1.85		
				TOTAL	13.89	New recurring grant	1.77		
						New non-recurring grant	13.00		
						TOTAL	27.86		
	Spent	..	11.04	..	13.69	..	..	17.34	
	Balance	..	..	..	..	+ 20	..	+ 10.52	

## APPENDIX.

*Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.*

Province.	Particulars.	1910-11.		1911-12.		1912-13.		1913-14.	
		R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
North-West Frontier Province.	Available . .	..		2.88		2.88		2.88	
			Non-recurring grant.	58	Balance, non-recurring.	37	Excess in 1912-13 . .	01	
								2.87	
				TOTAL . .	3.48	Recurring grant . .	1.06	Previous recurring grant.	1.06
						Non-recurring grant . .	4.18	New recurring grant . .	70
						TOTAL . .	8.49	New non-recurring grant . .	1.00
								TOTAL . .	5.83
	Spent . .	2.88		3.00		8.50			5.86
	Balance . .	..		+ 37		- 01			- 23
Coorg	Available . .	..		43		43			43
			Non-recurring grant.	25	Balance, non-recurring.	14	Balance, non-recurring. .	07	
				TOTAL . .	68	Recurring grant . .	03	Previous recurring grant.	03
						Non-recurring grant . .	37	New recurring grant . .	11
						TOTAL . .	97		
								TOTAL . .	64
	Spent . .	43		54		90			73
	Balance . .	..		+ 14		+ 07			- 09
Delhi	Available . .	..		..		A grant of R1,00,000 was made for St. Stephen's College, Delhi.		Recurring grant . .	1.45
								Non-recurring grant . .	25
									34
								TOTAL . .	2.04
	Spent . .	..		..		1.45			1.43
	Balance . .	..		..		..			+ 61

## APPENDIX.

*Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—concl'd.*

Province.	Particulars.	1910-11.	1911-12.	1912-13.	1913-14.
		R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
Eastern Bengal and Assam.	Available	..	35.90	..	
			Non-recurring grant. 11.17		
			—		
			TOTAL . . . 47.07		
	Spent	35.90	40.11	..	..
			—		
	Balance	..	+ 6.96	..	..
India . . .	Available	..	370.09	370.09	370.09
			Non-recurring grant. 91.00	Balance, non-recurring. 55.86	Balance, non-recurring. 52.47
			—		
			TOTAL . . . 461.09	Recurring grant . . . 57.04	Previous recurring grant. 57.04
				Non-recurring grant . . . 67.25	New recurring grant . . . 50.47
				TOTAL . . . 550.24	New non-recurring grant . . . 320.42
	Spent	370.09	405.23	497.77	TOTAL . . . 850.49
			—		
	Balance	..	55.86	52.47	550.11
			—		300.38

NOTE.—There is a discrepancy between the balances as shown for the provinces in detail and the figure for all-India. This is due to the adjustment of grants consequent on the redistribution of territories in 1912. The result is that the all-India balance at the end of 1913-14 is short of the addition of the detailed figures by R4,07,000.

The expenditure in Coorg during 1910-11 was reported as R74,000. As this far exceeds any previous expenditure (and even the expenditure in 1911-12) it has been thought better to enter the 1909-10 figure in the first column of figures as being more normal and representative.



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## GENERAL TABLES.

1913-14.

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GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE SEVERAL PROVINCES OF BRITISH INDIA AT THE END OF THE OFFICIAL YEAR 1913-14.

(For details see General Table III.)

AREA AND POPULATION.	Number of Towns* and Villages.	Population.	PUBLIC INSTRUCTION.												PRIVATE INSTITUTIONS.						Area of Provinces Number of Towns and Villages Served by Public Institutions.	
			UNIVERSITY EDUCATION.			SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.			TOTAL.			KEMMENDA ADVENTURE.			TOTAL.				
			Area Colleges.	Provincial Colleges.	Secondary Schools.	Primary Schools.	Elementary Schools.	Technical Schools.	All Other Schools.	Primary Schools.	Elementary Schools.	Technical Schools.	All Other Schools.	Primary Schools.	Elementary Schools.	Technical Schools.	All Other Schools.	Primary Schools.	Elementary Schools.	Technical Schools.	All Other Schools.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Towns . . . . .	1,596	Male . . . . . 130,302,188 Villages . . . . . 566,761	Institutions.	138	44	6,279	116,650	122,020	616	5,638	120,345	2,763	34,870	37,633	166,968	44	34	..	..	..	..	..
For Males . . . . .	For Females . . . . .	11	3	570	14,722	15,902	88	869	16,253	21	2,061	2,082	18,835	3,542	312	..	..	..	..	..	..	..
TOTAL . . . . .			148	47	6,840	131,372	139,221	704	6,497	145,318	2,784	36,031	39,715	165,383	54	31	..	..	..	..	..	..
Scholars.																						
Males . . . . .			35,836	7,448	961,794	4,604,405	5,401,100	14,000	164,703	5,322,203	57,968	534,915	502,613	6,415,905	..	..	..	..	..	..	..	..
Females . . . . .			363	117	79,318	909,266	982,584	1,881	23,609	1,010,544	2,534	80,164	82,968	1,056,412	5	5	5	5	5	5	5	5
TOTAL . . . . .			TOTAL . . . . .																			
			TOTAL . . . . .																			
			TOTAL . . . . .																			

\* All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are capital of districts.

† The population of school-going age is taken at 15 per cent. of the whole population.

## GENERAL

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						TOTAL	
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.			
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1.	2	3	4	5	6	7	8	9
1. Institutions.			R	R	R	R	R	R
For Males	56,96,108	26,79,380	2,23,89,638	2,22,21,410	20,02,887	37,69,418	5,87,58,841	
For Females	78,162	23,936	33,21,372	83,80,544	4,50,117	2,39,557	74,93,698	21,21,658
TOTAL	57,74,270	27,03,316	2,57,11,010	2,56,01,954	24,53,004	40,08,975	6,62,52,529	21,21,658
2. (a) Percentages of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	5.95	5.49	15.17	15.81	5.33	5.13	52.98	2.16
(b) Percentages of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	17	04	8.98	60.84	1.86	1.62	73.51	..
Percentages of Municipal expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	.84	.07	21.75	54.06	.36	2.77	79.85	..
Percentages of total expenditure in columns 2-17 to total expenditure on Public Instruction.	5.76	2.70	25.65	25.54	2.45	4.00	66.10	2.12

TABLE VI

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1913-14.

*General Table IV.)*

INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total Expenditure on Public Instruction.	18
Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.			
10	11	12	13	14	15	16	17	1	18
R	R	R	R	R	R	R	R		
8,27,821	45,17,949	15,88,451	1,36,67,145	23,46,530	89,01,794	3,39,71,348	10,02,23,877	{ For Males For Females } 1. Institutions.	
8,27,821	45,17,949	15,88,451	1,36,67,145	23,46,530	89,01,794	3,39,71,348	10,02,23,877		TOTAL.
2-27	11-57	2-41	20-45	4-21	4-05	47-12	100	2. (a) Percentages of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	
..	1-25	1-89	19-26	2-07	2-02	26-49	100	(b) Percentages of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	
..	.34	1-03	15-33	1-18	2-27	20-15	100	(c) Percentages of Municipal expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	
.82	4-51	1-58	13-65	2-34	8-88	33-90	100	(d) Percentages of total expenditure in columns 2-17 to total expenditure on Public Instruction.	

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

	1	TOTAL DIRECT EXPENDITURE			
		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, & GENERAL.	
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
	2	3		4	5
		R a. p.	R a. p.	R a. p.	R a. p.
3. Average annual cost of educating each pupil in—					
Government Institutions					
	Cost to Provincial Revenues . . .	174 2 8	287 2 4	21 6 5	9 5 10
	Cost to Local and Municipal Funds . . .	0 10 11	1 4 0	0 6 9	0 0 5
	TOTAL COST . . .	258 10 5	373 6 4	43 7 8	9 15 1
Local Fund and Municipal Board Schools.					
	Cost to Provincial Revenues . . .	4 15 11	..	0 9 1	1 6 6
	Cost to Local and Municipal Funds . . .	11 13 1	..	6 7 11	4 1 6
	TOTAL COST . . .	100 1 1	78 7 1	13 2 3	5 15 9
Institutions in Native States.					
	Cost to Native States Revenues . . .	154 12 8	..	18 4 11	4 6 1
	Cost to Local and Municipal Funds . . .	..	..	0 10 7	0 7 4
	TOTAL COST . . .	195 15 11	..	30 7 3	5 4 9
Aided Institutions					
	Cost to Provincial Revenues . . .	33 0 10	123 14 9	6 7 4	0 10 3
	Cost to Local and Municipal Funds . . .	2 4 4	..	1 11 4	1 1 7
	TOTAL COST . . .	139 7 2	226 9 5	28 0 0	4 3 8
Unaided Institutions					
	TOTAL COST . . .	71 4 4	82 8 11	19 0 2	2 6 2
All Institutions					
	Cost to Provincial Revenues . . .	56 10 3	245 8 0	5 6 1	1 1 6
	Cost to Local and Municipal Funds . . .	1 7 5	1 0 11	2 1 5	2 1 7
	TOTAL COST . . .	150 13 3	331 7 10	25 0 4	4 13 10

TABLE ~~III~~ contd.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1913-14—contd.

General Table IV.)

ON PUBLIC INSTRUCTION.		TOTAL	0
SCHOOL EDUCATION, SPECIAL.			
Training Schools.	All other Special Schools.		
6	7	8	0
R a. p.	R a. p.	R a. p.	3. Average annual cost of educating each pupil in—
149 3 6	110 10 5	45 4 11	Cost to Provincial Revenues . . . . . } Government Institutions.
6 7 7	1 0 8	0 11 3	Cost to Local and Municipal Funds . . . . . }
158 2 10	129 7 9	63 15 0	TOTAL COST.
4 0 7	8 7 0	1 5 7	Cost to Provincial Revenues . . . . . } Local Fund and Municipal Board
95 2 11	35 14 3	4 6 11	Cost to Local and Municipal Funds . . . . . Schools.
99 3 8	54 12 1	6 12 4	TOTAL COST.
185 6 1	35 14 10	6 2 6	Cost to Native States Revenues . . . . . } Institutions in Native States.
..	..	0 7 6	Cost to Local and Municipal Funds . . . . . }
192 15 2	37 12 11	8 2 4	TOTAL COST.
106 9 8	3 9 2	2 2 3	Cost to Provincial Revenues . . . . . } Aided Institutions.
0 8 0	1 13 8	1 3 9	Cost to Local and Municipal Funds . . . . . }
177 12 2	14 3 5	9 5 0	TOTAL COST.
64 7 4	11 8 10	9 6 2	TOTAL COST . . . . . } Unaided Institutions.
120 5 9	10 8 5	2 15 3	Cost to Provincial Revenues . . . . . } All Institutions.
17 14 4	1 15 1	2 2 0	Cost to Local and Municipal Funds . . . . . }
151 13 7	22 9 1	10 2 4	TOTAL COST.

## Colleges, Schools and Scholars in the several Provinces of

CLASS AND INSTITUTIONS.	PUBLIC IN.					
	UNDER PUBLIC					
	Managed by Government.			Managed by Local Funds		
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number of scholars on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
<b>UNIVERSITY EDUCATION.</b>						
Arts Colleges.						
English Oriental	25	8,611	8,408	7,653	4	485
	2	388	364	295	1	26
Colleges for Professional Training.						
Law	10	2,841	2,800	2,112		
Medicine	4	1,676	1,667	1,633		
Engineering	4	1,211	1,238	1,078		
Teaching	9	654	668	629		
Agriculture	3	156	194	165		
Veterinary	1	172	175	174		
Commercial	1	92	96	77		
TOTAL	69	15,793	15,070	13,786	6	519
<b>SCHOOL EDUCATION, GENERAL.</b>						
Secondary Schools.						
For Boys—						
High Schools	220	79,166	70,963	61,612	56	20,013
Middle Schools { English	70	11,900	12,224	10,796	315	45,070
Middle Schools { Vernacular	70	7,295	6,545	5,775	877	181,886
For Girls—						
High Schools	18	2,970	2,916	2,891		
Middle Schools { English	8	715	688	525	8	188
Middle Schools { Vernacular	26	2,602	2,406	1,886	14	1,917
TOTAL	421	97,557	95,142	82,015	1,264	192,010
Primary Schools.						
For Boys						
For Girls	540	28,030	27,125	21,583	32,813	1,066,745
	679	45,692	43,366	31,871	2,960	181,588
TOTAL	1,119	73,731	70,491	52,854	84,573	2,088,333
<b>SCHOOL EDUCATION, SPECIAL.</b>						
Training Schools for Masters	323	11,005	10,688	9,783	251	2,340
Training Schools for Mistresses	29	861	855	752	8	81
Schools of Art	6	1,288	1,170	1,047		
Law Schools	1	14	16	10		
Medical Schools	11	1,962	1,983	1,812		
Engineering and Surveying Schools	7	575	519	565		
Technical and Industrial Schools	26	1,575	1,520	1,290	40	2,854
Commercial Schools	3	350	410	353	1	101
Agricultural Schools	7	1,308	1,201	1,059		
Reformatory Schools	77	5,709	6,000	4,498		804
TOTAL	604	24,041	23,996	21,180	308	5,099
<b>TOTAL OF COLLEGES AND SCHOOLS ON PUBLIC INSTRUCTION</b>	<b>2,093</b>	<b>211,624</b>	<b>205,399</b>	<b>170,785</b>	<b>36,146</b>	<b>2,326,877</b>

TABLE III

British India for the official year 1913-14.

COLLEGES, SCHOOLS AND SCHOLARS IN THE several PROVINCES

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.				Unaided.			
	Aided by Government, by Local Funds or Municipal Boards.				Number of Institutions.		Number of Scholars on 31st March.	
1	14	15	16	17	18	19	20	21
<b>UNIVERSITY EDUCATION.</b>								
<i>Arts Colleges.</i>								
English	68	18,612	18,283	16,299	25	9,179	8,969	7,588
Oriental	19	1,120	1,017	809	2	141	153	90
<i>Colleges for Professional Training.</i>								
Law	1	182	199	109	9	1,074	1,074	796
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	3	47	48	42	1	2	2	2
Agriculture	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..
Commercial	..	..	..	..	..	..	..	..
<b>TOTAL.</b>	<b>91</b>	<b>19,911</b>	<b>19,772</b>	<b>17,259</b>	<b>87</b>	<b>10,889</b>	<b>10,188</b>	<b>8,488</b>
<b>SCHOOL EDUCATION, GENERAL.</b>								
<i>Secondary Schools.</i>								
<i>For Boys—</i>								
High Schools	673	231,846	224,447	193,779	364	188,074	128,822	100,794
Middle Schools	1,422	168,813	161,254	134,384	718	78,155	72,405	56,108
	1,223	90,193	88,806	88,525	71	5,260	4,972	4,044
<i>For Girls—</i>								
High Schools	130	17,095	16,633	14,458	8	930	891	781
Middle Schools	184	17,906	17,158	14,990	32	710	654	574
	160	17,032	16,373	14,064	3	176	168	134
<b>TOTAL.</b>	<b>3,792</b>	<b>542,383</b>	<b>524,471</b>	<b>455,166</b>	<b>1,177</b>	<b>217,314</b>	<b>201,927</b>	<b>165,019</b>
<i>Primary Schools.</i>								
<i>For Boys</i>	66,431	2,407,475	2,310,153	1,927,511	14,347	379,365	348,443	289,458
<i>For Girls</i>	9,797	313,093	208,182	238,787	1,694	40,717	37,474	30,380
<b>TOTAL.</b>	<b>76,228</b>	<b>2,720,568</b>	<b>2,608,340</b>	<b>2,166,248</b>	<b>16,041</b>	<b>419,932</b>	<b>380,917</b>	<b>219,838</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>								
Training Schools for Masters	29	1,231	1,266	1,168	5	123	121	118
Training Schools for Mistresses	50	818	824	779	5	88	41	40
Schools of Art	1	75	83	43	3	84	36	27
Law Schools	..	..	..	..	1	14	14	8
Medical Schools	3	212	219	205	10	1,544	1,305	1,206
Engineering and Surveying Schools	7	151	141	129	5	98	86	76
Technical and Industrial Schools	144	7,568	6,278	5,527	23	851	832	703
Commercial Schools	14	318	316	280	58	2,020	1,829	1,053
Agricultural Schools	1	11	11	11	..	..	..	..
Reformatory Schools	4,563	127,800	121,968	101,205	1,453	32,198	30,514	24,846
<b>TOTAL.</b>	<b>4,812</b>	<b>189,182</b>	<b>130,506</b>	<b>109,327</b>	<b>1,563</b>	<b>86,921</b>	<b>83,366</b>	<b>28,174</b>
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>	<b>84,923</b>	<b>3,421,044</b>	<b>3,282,789</b>	<b>2,747,990</b>	<b>18,818</b>	<b>684,606</b>	<b>626,998</b>	<b>522,408</b>

PRIVATE INSTITUTIONS.

1. ADVANCED TEACHING—
  - (a) Arabic or Persian
  - (b) Sanskrit
  - (c) Any other Oriental Classic
2. ELEMENTARY TEACHING—
  - (a) A vernacular only or mainly
    - For Boys
    - For Girls
  - (b) The Kuran only
  - (c) Other Schools not conforming to Departmental Standards
    - For Boys
    - For Girls

TOTAL

GRAND TOTAL

TABLE III—contd.

of British India for the official year 1913-14—contd.

Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.	CLAS OF INSTITUTIONS.
		English.	A Classical Language.	A Vernacular Language.			
22	23	24	25	26	27	28	1
135	37,520	37,157	20,105	19,776	155	..	UNIVERSITY EDUCATION.
24	1,669	361	1,541	152	..	..	Arts Colleges.
21	4,055	3,434	..	..	1	..	
4	1,676	811	..	..	69	..	
4	1,211	700	..	..	..	..	
13	703	621	32	182	6	..	
3	156	17	..	..	..	..	
1	172	..	..	..	..	..	
1	92	..	..	..	..	..	
196	47,256	43,101	21,768	20,110	231	..	TOTAL.
1,340	466,159	431,818	174,517	448,679	2,094	..	SCHOOL EDUCATION, GENERAL.
2,674	316,465	226,509	27,994	309,182	4,437	..	Secondary Schools.
2,356	225,960	1,295	38,787	226,261	18,066	..	
157	21,312	18,988	4,410	12,461	..	2,321	For Boys—
210	19,501	15,405	949	11,480	..	2,570	High Schools.
203	21,625	236	2,430	19,720	..	2,116	English & Vernacular Middle Schools.
6,840	1,071,112	693,051	247,096	1,027,702	24,597	7,807	For Girls—
116,650	4,973,016	54,466	182,013	4,084,344	385,310	..	High Schools.
14,722	547,765	13,362	25,117	542,264	..	20,808	English & Vernacular Middle Schools.
181,872	5,518,671	67,828	210,130	5,626,998	385,310	20,808	TOTAL.
616	14,696	923	2,642	14,982	90	..	SCHOOL EDUCATION, SPECIAL.
88	1,791	350	175	1,575	..	..	Training Schools for Masters.
10	1,397	100	..	504	39	..	Training Schools for Mistresses.
1	28	14	..	..	..	..	Schools of Art.
24	3,718	1,145	229	1,937	..	..	Law Schools.
19	819	603	..	108	38	..	Medical Schools.
239	12,751	2,561	222	8,023	231	21	Engineering and Surveying Schools.
76	2,798	664	..	336	76	3	Technical and Industrial Schools.
1	11	..	..	11	..	..	Commercial Schools.
7	1,202	7	..	1,032	..	..	Agricultural Schools.
6,120	166,588	9,387	99,488	139,652	9,071	608	Reformatory Schools.
7,201	205,799	16,162	102,751	168,310	9,545	502	Other Schools.
145,618	6,842,836	821,042	581,745	6,742,710	419,692	20,207	TOTAL.
1,524	37,278	818	36,006	3,550	1,426	5	PRIVATE INSTITUTIONS.
1,244	22,098	504	21,545	2,368	300	3	1. ADVANCED TEACHING—
16	886	113	879	177	28	129	(a) Arabic or Persian.
25,771	357,228	2,864	98,776	349,347	9,918	..	(b) Sanskrit.
394	11,414	24	881	11,116	..	..	(c) Any other Oriental Classic.
6,957	145,459	..	184,870	14,098	28,136	1,854	2. ELEMENTARY TEACHING—
1,000	30,980	..	30,166	998	..	..	For Boys } (a) Vernacular only or mainly.
2,141	86,082	20,571	8,624	54,731	2,588	4,830	.. Girls } (b) The Koran only.
68	8,946	502	503	3,430	..	..	.. Boys } 3 OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.
39,715	675,811	25,398	332,019	439,815	42,306	6,925	.. Girls }
185,888	7,518,147	846,488	913,764	7,182,525	462,068	36,132	GRAND TOTAL.

## GENERAL.

*Number of Scholars on 31st March 1914 in the several Provinces*

		Europeans and Anglo- Indians.	Indian Christians.	HINDUS.				Muhamma- dans.	Buddhists.	Paras.	Others.	TOTAL.								
				Brahmans.	Non- Brahmans.															
<b>UNIVERSITY EDUCATION.</b>																				
<b>ARTS COLLEGES</b>																				
English			{ Male Female	166 86	966 100	13,380 50	17,668 75	3,788 4	355 1	442 29	399 8	37,167 353								
Oriental			{ Male Female	..	1	1,099	102	456	..	..	11	1,609								
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>																				
Law			{ Male Female	7	48	1,617	1,991 1	347	1	85	8	4,054 1								
Medicine			{ Male Female	121 20	65 21	412 4	818 9	54 1	3	113 12	21 2	1,607 69								
Engineering			{ Male Female	122	28	494	480	54	2	80	1	1,211								
Teaching			{ Male Female	15 33	28 13	234	223	118	2	..	36	656 47								
Commercial			{ Male Female	..	1	43	39	1	..	8	..	92								
Agriculture			{ Male Female	2	8	51	59	21	..	8	7	156								
Veterinary			{ Male Female	..	..	2	18	112	..	..	40	172								
				TOTAL	572	1,279	17,386	21,484	4,956	367	677	533	47,254							
<b>SCHOOL EDUCATION, GENERAL.</b>																				
<b>SECONDARY SCHOOLS.</b>																				
<i>For Boys.</i>																				
High Schools			{ Male Female	8,006 654	14,300	118,638 206	217,583 182	82,135 12	10,487 230	4,421 106	7,505 122	464,005 2,094								
Middle Schools—																				
English			{ Male Female	4,100 1,613	10,808 1,406	55,117 251	140,224 498	78,216 83	8,242 341	1,061 178	5,674 107	312,028 4,457								
Vernacular			{ Male Female	13 3	3,800 1,253	26,892 154	87,654 560	39,400 393	45,109 15,662	4	5,023 41	207,894 18,066								
<i>For Girls.</i>																				
High Schools			{ Male Female	1,430 7,212	207	108	136	20	237	49	134	2,821								
Middle Schools—																				
English			{ Male Female	1,506 5,000	402	49	116	28	406	33	30	2,570								
Vernacular			{ Male Female	8 13	145	21	101	83	2,563	3,100	..	2,916								
				TOTAL	30,449	46,786	206,812	470,501	202,379	87,249	7,537	20,899	1,071,112							
<b>PRIMARY SCHOOLS.</b>																				
<i>For Boys.</i>																				
For Boys			{ Male Female	1,768 933	95,291 31,479	462,302 48,109	2,708,417 204,771	950,802 45,577	126,185 48,300	8,695 594	150,187 5,556	4,588,597 386,319								
For Girls			{ Male Female	671 1,203	2,201 25,006	915 82,252	5,540 278,612	2,577 109,202	8,578 16,348	407 8,941	6,150 8,465	20,208 5,518,671								
				TOTAL	4,635	153,977	598,578	8,286,849	1,108,218	198,411	8,697	164,906	5,518,671							

TABLE III-A.

of British India, classified according to sex, race, or creed.

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.	
			Brahmans.	Non-Brahmans.						
<b>SCHOOL EDUCATION, SPECIAL.</b>										
Training Schools . . . . .	{ Male : 6 Female : 171	1,311 897	4,041 270	6,030 332	2,663 157	312 22	10	243 23	14,604 1,881	
Schools of Art . . . . .	{ Male : 8 Female : 17	89 4	299 1	643 3	240 ..	3 ..	40 17	31 ..	1,383 44	
Law Schools . . . . .	{ Male : 2 Female : ..	1 ..	4 ..	12 ..	4 ..	5 ..	..	..	23	
Medical Schools . . . . .	{ Male : 9 Female : 21	54 151	971 7	1,895 19	510 13	8 ..	10 ..	56 ..	3,507 211	
Engineering and Surveying Schools . . . . .	{ Male : 165 Female : ..	9 ..	117 ..	300 ..	80 ..	42 ..	..	26 ..	819	
Technical and Industrial Schools . . . . .	{ Male : 297 Female : 1,103	1,839 1,400	825 31	3,396 393	2,658 73	14 130	150 1	307 14	9,546 3,206	
Commercial Schools . . . . .	{ Male : 87 Female : 101	183 24	693 ..	1,074 2	196 ..	77 3	327 3	30 1	2,667 131	
Agricultural Schools . . . . .	{ Male : .. Female : ..	11 ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	11 ..	
Reformatory Schools . . . . .	{ Male : 1 Female : ..	38 ..	40 ..	638 ..	361 ..	87 ..	.. ..	42 ..	1,202 ..	
Other Schools . . . . .	{ Male : 55 Female : 51	271 153	17,788 164	13,711 950	100,304 23,578	3,084 110	91 9	146 3	141,570 25,018	
<b>TOTAL</b>		<b>2,084</b>	<b>6,490</b>	<b>26,251</b>	<b>29,518</b>	<b>136,027</b>	<b>3,888</b>	<b>658</b>	<b>983</b>	<b>205,709</b>
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>		<b>97,740</b>	<b>208,632</b>	<b>842,027</b>	<b>3,808,352</b>	<b>1,452,480</b>	<b>289,915</b>	<b>17,500</b>	<b>180,221</b>	<b>6,842,836</b>
<b>PRIVATE INSTITUTIONS.</b>										
<b>ADVANCED TEACHING.</b>										
(a) Arabic or Persian . . . . .	{ Male : .. Female : ..	4 ..	108 ..	928 5	34,801 1,402	.. ..	30 ..	.. ..	35,871 1,407	
(b) Sanskrit . . . . .	{ Male : .. Female : ..	27 277	18,200 345	3,181 ..	4 ..	.. ..	.. ..	64 ..	21,476 622	
(c) Any other Oriental Classic . . . . .	{ Male : .. Female : ..	.. ..	18 362	272 ..	16 ..	.. ..	46 15	.. ..	351 505	
<b>ELEMENTARY TEACHING.</b>										
A Vernacular only or mainly—										
For Boys . . . . .	{ Male : .. Female : ..	3,057 709	16,965 779	134,401 6,008	20,217 984	168,500 1,308	66 11	3,615 119	347,310 9,918	
For Girls . . . . .	{ Male : .. Female : ..	27 801	77 955	1,305 4,450	183 1,000	153 770	3 59	46 823	1,854 9,560	
<b>ELEMENTARY TEACHING.</b>										
The Koran only—										
For Boys . . . . .	{ Male : .. Female : ..	.. ..	688 ..	670 27	116,037 28,109	.. ..	.. ..	28 ..	117,323 28,136	
For Girls . . . . .	{ Male : .. Female : ..	.. ..	120 ..	491 25,269	4,830 ..	.. ..	.. ..	270 ..	4,830 26,150	
<b>OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.</b>										
For Boys . . . . .	{ Male : .. Female : ..	1,783 364	8,207 183	37,886 1,681	12,477 321	1,697 27	938 18	1,410 4	63,494 2,688	
For Girls . . . . .	{ Male : .. Female : ..	83 86	546 ..	522 1,758	2 619	65 284	.. ..	47 47	104 3,818	
<b>TOTAL</b>		<b>69</b>	<b>8,208</b>	<b>46,899</b>	<b>195,918</b>	<b>246,969</b>	<b>172,908</b>	<b>419</b>	<b>6,426</b>	<b>675,311</b>
<b>GRAND TOTAL</b>		<b>37,809</b>	<b>216,740</b>	<b>888,420</b>	<b>4,002,270</b>	<b>1,699,449</b>	<b>462,818</b>	<b>17,988</b>	<b>192,047</b>	<b>7,518,147</b>

## Number of European Colleges, Schools and Scholars in the several Provinces

PUBLIC

MANAGED BY GOVERNMENT.				
CLASS OF INSTITUTIONS.		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.
1	2	3	4	5
<b>UNIVERSITY EDUCATION.</b>				
<i>Arts Colleges.</i>				
English . . . . .	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching . . . . .	1 .	14	16	16
	TOTAL .	1	14	16
<b>SCHOOL EDUCATION, GENERAL.</b>				
<i>Secondary Schools.</i>				
For Boys—				
High Schools . . . . .	5	1,095	1,061	982
Middle Schools, English . . . . .	..	..	..	..
For Girls—				
High Schools . . . . .	4	599	636	564
Middle Schools, English . . . . .	1	44	35	32
	TOTAL .	10	1,738	1,732
<i>Primary Schools.</i>				
For Boys . . . . .	..	..	..	..
For Girls . . . . .	..	..	..	..
	TOTAL .	..	..	..
<b>SCHOOL EDUCATION, SPECIAL.</b>				
<i>Training Schools for Mistresses . . . . .</i>				
Schools of Art . . . . .	1	12	19	19
Engineering and Surveying Schools . . . . .	..	..	..	..
Technical and Industrial Schools . . . . .	1	6	5	5
Commercial Schools . . . . .	..	..	..	..
Other Schools . . . . .	..	..	..	..
	TOTAL .	2	18	24
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>				
		13	1,770	1,772
				1,618

TABLE III-B.

of British India for the official year 1913-14.

INSTITUTIONS.											CLASS OF INSTITUTIONS.	
UNDER PRIVATE MANAGEMENT.												
Aided by Government, by Local Funds or Municipal Boards.				Unaided.				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.			
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.					
6	7	8	9	10	11	12	13	14	15	1		
										UNIVERSITY EDUCATION.		
2	18	19	17	4	32	29	27	6	50	Arts Colleges.		
1	32	28	28	..	..	..	..	2	46	Colleges for Professional Training.		
3	50	47	45	4	32	29	27	8	96	Teaching.		
										TOTAL.		
										SCHOOL EDUCATION, GENERAL.		
										Secondary Schools.		
54	7,761	7,618	6,939	4	734	725	621	63	9,590	For Boys—		
51	5,088	4,853	4,272	1	14	23	22	52	5,102	High Schools.		
71	8,676	8,564	7,672	2	114	131	123	77	9,389	Middle Schools, English.		
79	6,423	6,233	5,484	1	71	66	63	81	6,538	For Girls—		
79	27,948	27,268	24,367	8	933	945	829	273	30,619	High Schools.		
										Middle Schools, English.		
44	2,557	2,351	1,099	2	27	23	19	46	2,584	TOTAL.		
36	1,861	1,807	1,525	2	71	59	54	38	1,932	Primary Schools.		
80	4,418	4,158	3,524	4	98	82	73	84	4,516	For Boys.		
										For Girls.		
										TOTAL.		
										SCHOOL EDUCATION, SPECIAL.		
3	42	40	44	..	..	..	..	4	54	Training Schools for Mistrresses.		
4	..	96	..	97	87	3	30	5	5	Schools of Art.		
17	1,398	63	580	..	..	..	..	17	1,398	Engineering and Surveying Schools.		
10	87	74	62	..	..	..	..	10	87	Technical and Industrial Schools.		
5	102	95	84	..	..	..	..	5	102	Commercial Schools.		
39	1,725	943	857	4	35	37	34	45	1,778	Other Schools.		
377	34,141	32,416	28,793	20	1,098	1,093	963	410	37,009	TOTAL.		
										TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		
										•		
										Other Schools not conforming to Departmental Standards—		
										For Boys		
										For Girls		
										•		
										TOTAL .		
										2		
										GRAND TOTAL .		
										412		
										37,078		

## GENERAL

## Number of European Colleges, Schools, and Scholars in the several Provinces

CLASS OF INSTITUTIONS.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
1	16	17	18	19	20
<b>UNIVERSITY EDUCATION.</b>					
<i>Arts Colleges.</i>					
English . . . . .	50	28	..	..	..
<i>Colleges for Professional Training.</i>					
Teaching . . . . .	46	32	17	..	..
<b>TOTAL</b> . . . . .	<b>96</b>	<b>60</b>	<b>17</b>	<b>..</b>	<b>..</b>
<b>SCHOOL EDUCATION, GENERAL.</b>					
<i>Secondary Schools.</i>					
<i>For Boys—</i>					
High Schools . . . . .	9,589	3,667	5,162	671	..
Middle Schools, English . . . . .	5,059	305	1,932	1,518	..
<i>For Girls—</i>					
High Schools . . . . .	9,389	2,925	1,315	..	1,611
Middle Schools, English . . . . .	6,538	517	1,287	..	1,518
<b>TOTAL</b> . . . . .	<b>30,575</b>	<b>7,414</b>	<b>9,696</b>	<b>2,189</b>	<b>3,129</b>
<i>Primary Schools.</i>					
<i>For Boys . . . . .</i>	<i>2,584</i>	<i>171</i>	<i>514</i>	<i>941</i>	<i>..</i>
<i>For Girls . . . . .</i>	<i>1,932</i>	<i>269</i>	<i>102</i>	<i>..</i>	<i>694</i>
<b>TOTAL</b> . . . . .	<b>4,516</b>	<b>440</b>	<b>616</b>	<b>941</b>	<b>694</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>					
Training Schools for Mistresses . . . . .	54	..	..	..	..
Schools of Art . . . . .	..	..	..	..	..
Engineering and Surveying Schools . . . . .	132	..	16	..	..
Technical and Industrial Schools . . . . .	1,158	..	15	10	..
Commercial Schools . . . . .	69	..	..	..	3
Other Schools . . . . .	102	..	..	..	6
<b>TOTAL</b> . . . . .	<b>1,615</b>	<b>..</b>	<b>31</b>	<b>10</b>	<b>12</b>
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>	<b>36,702</b>	<b>7,914</b>	<b>10,360</b>	<b>3,140</b>	<b>3,835</b>
<b>PRIVATE INSTITUTIONS.</b>					
<i>Other Schools not conforming to Departmental Standards—</i>					
<i>For Boys . . . . .</i>	<i>..</i>	<i>..</i>	<i>..</i>	<i>..</i>	<i>..</i>
<i>For Girls . . . . .</i>	<i>69</i>	<i>..</i>	<i>..</i>	<i>..</i>	<i>33</i>
<b>TOTAL</b> . . . . .	<b>69</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>33</b>
<b>GRAND TOTAL</b> . . . . .	<b>36,771</b>	<b>7,914</b>	<b>10,360</b>	<b>3,140</b>	<b>3,868</b>

TABLE III-B—contd.

of British India for the year 1913-14—contd.

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.									CLASS OF INSTITUTIONS.							
Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammads.	Buddhists.	Parsis.	Others.									
		Brahmans.	Non-Brahmans.				21	22	23	24	25	26	27	28	1	
48	1	1	..	..	..	..	..	21	22	23	24	25	26	27	28	1
46	..	..	..	..	..	..	..	46	..	..	..	..	..	..	..	..
94	1	1	..	..	..	..	..	94	1	1	..	..	..	..	..	..
8,939	120	39	81	97	70	136	108	8,939	120	39	81	97	70	136	108	1
4,750	91	39	5	27	15	20	146	4,750	91	39	5	27	15	20	146	1
8,470	236	115	19	31	90	112	307	8,470	236	115	19	31	90	112	307	1
6,209	86	63	1	22	21	103	33	6,209	86	63	1	22	21	103	33	1
28,386	533	256	106	177	196	371	594	28,386	533	256	106	177	196	371	594	1
2,427	62	17	2	3	21	44	8	2,427	62	17	2	3	21	44	8	1
1,832	31	15	4	..	2	42	6	1,832	31	15	4	..	2	42	6	1
4,259	93	32	6	3	23	86	14	4,259	93	32	6	3	23	86	14	1
54	..	..	..	..	..	..	..	54	..	..	..	..	..	..	..	1
5	..	..	..	..	..	..	..	5	..	..	..	..	..	..	..	1
132	..	..	..	..	..	..	..	132	..	..	..	..	..	..	..	1
1,323	35	7	12	..	..	2	19	1,323	35	7	12	..	..	2	19	1
87	..	..	..	..	..	..	..	87	..	..	..	..	..	..	..	1
87	0	2	..	..	..	3	1	87	0	2	..	..	..	3	1	1
1,688	44	9	12	..	..	5	20	1,688	44	9	12	..	..	5	20	1
34,427	671	298	124	180	219	462	628	34,427	671	298	124	180	219	462	628	1
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.									TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.							
PRIVATE INSTITUTIONS.									PRIVATE INSTITUTIONS.							
Other Schools not conforming to Departmental Standards—									Other Schools not conforming to Departmental Standards—							
For Boys.									For Boys.							
For Girls.									For Girls.							
TOTAL.									TOTAL.							
GRAND TOTAL.									GRAND TOTAL.							

## Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
1	2	3	4	5	6	7	8
	R	R	R	R	R	R	R
UNIVERSITY EDUCATION.							
Arts Colleges.							
English Oriental	15,07,842 19,043	..	6,000	7,04,848	1,551	28,400 300	22,48,641 20,343
Colleges for Professional Training.							
Law	28,891	..	..	2,16,095	..	1,080	2,46,925
Medicine	5,54,366	4,276	2,507	2,01,564	..	5,737	7,68,450
Engineering	7,74,150	..	..	67,596	..	13,760	8,55,506
Teaching	3,82,898	1,691	138	100	..	5,911	3,90,738
Agriculture	1,02,419	..	..	12,636	..	..	2,06,055
Veterinary	47,489	..	..	8,357	..	44,094	99,940
Commercial	505	..	..	7,686	..	..	8,191
TOTAL	35,08,503	5,967	8,645	12,18,882	1,551	1,00,141	48,48,689
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools	14,56,743	2,957	32,051	17,36,102	4,029	44,327	32,77,109
Middle Schools	{ English 2,17,488 Vernacular 1,09,324	13 609	3,381 ..	1,76,494 14,108	1,625 194	8,315 ..	4,07,816 1,24,335
For Girls—							
High Schools	1,93,086	..	..	48,085	300	19,473	2,60,944
Middle Schools	{ English 25,180 Vernacular 34,367	.. ..	72	5,726 1,166	188 324	10 ..	31,113 35,929
TOTAL	20,86,297	3,579	36,404	10,81,681	6,660	72,125	41,88,746
Primary Schools.							
For Boys	2,65,447	430	96	20,114	26	7,659	2,93,872
For Girls	3,94,680	657	518	7,678	1,485	1,887	4,06,905
TOTAL	6,60,227	1,087	614	27,792	1,511	9,546	7,00,777
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	15,00,850	56,652	5,824	19,513	407	6,169	15,89,415
Training Schools for Mistresses	2,11,668	8,378	3,849	213	1,445	10,978	2,36,431
Schools of Art	2,13,994	..	..	21,629	..	11,335	2,46,958
Law Schools	3,991	..	..	2,000	..	..	6,000
Medical Schools	3,16,129	3,564	..	40,221	..	7,944	3,67,858
Engineering and Surveying Schools	1,86,182	..	..	20,908	501	2,990	2,10,568
Technical and Industrial Schools	2,25,151	4,493	..	7,575	906	18,681	2,66,806
Commercial Schools	28,966	..	..	11,548	..	80	40,684
Agricultural Schools	1,725	792	..	..	..	..	2,517
Reformatory Schools	2,32,815	..	1,348	..	..	9,793	2,48,966
Other Schools	1,80,105	60	2,800	49,172	..	18,037	2,60,174
TOTAL	31,01,446	73,939	13,821	1,72,786	3,259	86,016	34,51,267
Buildings, Furniture and Apparatus (special grants only)	43,02,845 5,09,889	66 370	..	882 8,702	3,500 42,363	29,212 24,516	48,86,005 5,85,840
TOTAL	48,12,834	436	..	9,584	45,863	53,723	49,21,845
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,41,18,707	85,008	59,484	34,10,725	58,844	3,21,556	1,80,54,824

TABLE IV.

of British India for the official year 1913-14.

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**INSTITUTIONS.**

MANAGEMENT

MANAGEMENT.							OBJECTS OF EXPENDITURE			
Managed by Local Funds and Municipal Boards.										
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.				
9	10	11	12	13	14	15				
R	R	R	R	R	R	R	UNIVERSITY EDUCATION.			
• 2,657	6,282	4	42,283	..	2,011	46,955	Arts Colleges,			
..	..	..	..	..	..	6,282	English, Oriental.			
..	..	..	706	..	..	706	Colleges for Professional Training.			
..	..	..	..	..	..	..	Law, Medicine, Engineering, Teaching, Agriculture, Veterinary, Commercial			
..	..	..	..	..	..	..				
..	..	..	..	..	..	..				
..	..	..	..	..	..	..				
..	..	..	..	..	..	..				
2,657	6,282	4	42,980	..	2,011	53,943	TOTAL			
SCHOOL EDUCATION, GENERAL										
Secondary Schools.										
63,520	12,537	46,852	4,20,815	..	3,050	5,46,702	For Boys—			
40,395	97,444	175,783	4,74,100	10,342	6,087	8,03,241	High Schools, English Vernacular			
..	7,73,086	73,244	2,10,361	6,021	1,441	10,64,153	Middle Schools.			
1,033	..	4,541	..	..	..	..	For Girls—			
293	5,710	20,806	244	..	61	27,114	High Schools, English Vernacular			
1,05,250	8,88,777	8,20,226	11,05,008	16,363	0,648	24,45,062	Middle Schools.			
Primary Schools.										
26,30,652	61,66,270	12,51,089	8,84,248	33,545	28,070	1,09,08,783	For Boys,			
1,71,179	4,14,395	3,20,997	5,333	2,208	2,185	9,25,357	For Girls.			
28,01,831	65,80,066	15,81,086	8,93,581	35,813	31,164	1,10,24,140	TOTAL.			
SCHOOL EDUCATION, SPECIAL.										
7,500	2,00,848	2,134	26	..	2	2,19,510	Training Schools for Masters.			
1,541	36	1,283	..	..	..	2,860	Training Schools for Mistresses.			
..	..	..	..	..	..	..	Schools of Art.			
..	..	..	..	..	..	..	Law Schools.			
..	..	..	..	..	..	..	Medical Schools.			
17,302	64,800	24,904	5,654	318	10,976	1,32,954	Engineering and Surveying Schools.			
840	..	840	979	..	..	2,698	Technical and Industrial Schools.			
..	..	..	..	..	..	..	Commercial Schools.			
..	..	..	..	..	..	..	Agricultural Schools.			
8,841	297	2,602	215	25	..	7,070	Reformatory Schools.			
..	..	..	..	..	..	..	Other Schools.			
31,033	2,74,981	31,853	6,871	343	10,078	3,05,062	TOTAL.			
Buildings, Furniture and Apparatus (special grants only).										
1,14,087	26,50,419	5,42,413	207	48,294	10,083	38,65,503				
72,641	2,54,742	34,963	1,266	6,496	1,524	3,75,632				
1,86,728	29,00,161	5,77,376	1,473	54,700	11,607	37,41,135	TOTAL.			
31,27,499	1,06,59,866	26,10,545	20,50,015	1,07,300	74,408	1,85,30,242	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.			

## Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIO						
	UNDER PUBLIC MANAGEMENT.						
	Managed by Native States.						
	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL
	16	17	18	19	20	21	22
UNIVERSITY EDUCATION.		R	R	R	R	R	R
Arts Colleges.							
English Oriental	87,921	..	..	22,041	..	1,363	1,11,825
Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
TOTAL	87,921	..	..	22,041	..	1,363	1,11,825
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools	2,14,445	3,228	..	1,14,532	2,185	32,893	8,67,283
Middle Schools { English	1,20,600	2,121	6,739	55,766	10,940	1,609	2,15,765
{ Vernacular	9,634	531	480	418	10	..	10,973
For Girls—							
High Schools	4,692	..	..	..	68	132	4,892
Middle Schools { English	4,564	..	..	..	..	58	4,622
{ Vernacular	..	..	..	..	..	..	..
TOTAL	3,62,825	5,880	7,210	1,70,716	22,203	34,692	6,03,535
Primary Schools.							
For Boys	7,92,917	82,480	5,822	52,162	15,500	24,531	9,73,421
For Girls	1,23,659	5,674	1,389	41	2,430	1,724	1,39,817
TOTAL	9,16,576	88,063	7,211	52,203	17,930	26,255	11,08,238
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	14,168	..	..	275	..	..	14,443
Training Schools for Mistresses	7,707	..	..	..	..	618	8,825
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	23,135	..	..	21	..	491	23,578
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Other Schools	7,476	..	..	871	153	634	8,634
TOTAL	52,486	..	..	667	153	1,674	54,980
Buildings							
Furniture and Apparatus (special grants only)	1,62,832	149	..	444	5,766	..	1,68,692
	20,081	251	1,616	1,608	1,586	27	25,169
TOTAL	1,82,414	400	1,616	2,052	7,352	27	1,93,861
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	16,02,222	94,343	16,046	2,47,679	47,638	64,011	20,71,989

TABLE IV—*contd.**of British India for the official year 1913-14—contd.*INSTITUTIONS—*contd.*

UNDER PRIVATE MANAGEMENT.							OBJECTS OF EXPENDITURE	
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL	1	2
23	24	25	26	27	28	29		
R.	R.	R.	R.	R.	R.	R.		
600,512 37,459	18,050 96	25,223 410	12,62,607 338	1,05,474 11,191	6,18,214 11,827	26,30,080 61,301	English, Oriental,	
4,000	..	..	9,728	..	..	13,728	UNIVERSITY EDUCATION.	
..	..	..	..	..	..	..	<i>Arts Colleges.</i>	
17,315	..	..	2,614	..	5,816	25,245	<i>Law,</i> <i>Medicine,</i> <i>Engineering,</i> <i>Teaching,</i> <i>Agriculture,</i> <i>Veterinary.</i>	
..	..	..	..	..	..	..	<i>Colleges for Professional Training.</i>	
6,69,266	18,146	26,633	12,75,287	1,16,665	6,85,857	27,30,354	TOTAL.	
15,91,978 6,25,497 1,58,366	15,259 1,96,316 2,02,057	1,63,063 1,42,177 77,395	40,80,924 16,28,190 1,55,811	4,13,901 3,23,840 32,310	9,21,209 4,09,010 20,889	77,86,384 33,85,950 6,46,834	SCHOOL EDUCATION, GENERAL.	
6,06,774 3,88,375 67,367	.. 783 20,712	19,853 25,302 34,283	6,26,890 1,24,533 17,502	1,20,326 43,096	3,51,141 2,49,145 40,765	17,24,984 9,17,770 2,24,325	<i>Secondary Schools.</i>	
83,88,857	4,85,147	4,62,063	72,88,940	10,58,612	20,53,119	1,46,86,247	TOTAL.	
18,54,472 4,48,905	20,80,043 3,30,537	3,28,800 1,25,736	28,70,705 1,40,084	5,27,597 2,40,152	14,75,730 6,35,008	91,37,356 18,22,122	<i>For Boys—</i> <i>High Schools,</i> <i>English</i> <i>Vernacular</i> } <i>Middle Schools.</i>	
22,98,877	24,16,380	4,64,645	30,11,689	7,67,749	20,10,738	1,09,59,478	<i>For Girls—</i> <i>High Schools,</i> <i>English</i> <i>Vernacular</i> } <i>Middle Schools.</i>	
1,15,027 1,07,778 1,800	594 72 ..	34 348 350	510 11,844 1,362	11,107 25,974 ..	47,065 51,229 7,759	1,74,333 1,07,245 11,281	TOTAL.	
19,599 4,662 2,65,266	400 950 16,914	2,700 150 33,158	1,423 1,047 46,008	14,372 2,804 70,808	4,050 15,974 5,11,370	43,440 15,974 9,43,674	SCHOOL EDUCATION, SPECIAL.	
16,347 100	.. ..	.. ..	10,012 95	3,723 ..	11,354 2,480	46,438 2,735	<i>Training Schools for Masters.</i> <i>Training Schools for Mistresses.</i> <i>Schools of Arts.</i> <i>Law Schools.</i> <i>Medical Schools.</i> <i>Engineering and Surveying Schools.</i> <i>Technical and Industrial Schools.</i> <i>Commercial Schools.</i> <i>Agricultural Schools.</i> <i>Reformatory Schools.</i> <i>Other Schools.</i>	
1,52,231	1,48,318	35,320	2,02,270	1,25,579	97,845	7,61,581	TOTAL.	
6,81,770	1,67,248	72,069	2,85,095	2,52,670	7,36,936	21,98,688	TOTAL.	
29,18,066 9,27,523	1,87,344 46,056	36,064 9,268	52,524 21,061	7,91,910 1,02,237	11,16,747 1,36,099	*50,98,555 12,42,244	<i>Buildings.</i> <i>Furniture and Apparatus (special grants only).</i>	
38,40,589	2,33,300	44,332	73,585	8,04,147	12,52,846	68,38,799	TOTAL.	
1,08,68,859	82,70,221	10,58,042	1,19,35,505	30,89,843	66,88,096	3,69,11,566	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	

## Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE	PUBLIC INSTITUTIONS—contd.				TOTAL	
	UNDER PRIVATE MANAGEMENT.				Provincial Revenues.	Local Funds.
	Unaided.		Endowments and other sources.	TOTAL.		
1	20	31		32	33	34
	R	R	R	R	R	R
UNIVERSITY EDUCATION						
Arts Colleges						
English	4,32,724	39,033	1,08,092	6,40,449	21,11,011	18,050
Oriental	..	..	8,994	8,994	67,382	6,378
Colleges for Professional Training						
Law	65,646	12,787	9,668	88,101	32,891	..
Medicine	..	..	..	..	5,64,366	4,276
Engineering	..	..	..	..	7,74,150	..
Teaching	240	..	491	731	4,00,213	1,691
Agriculture	..	..	..	..	1,92,419	..
Veterinary	..	..	..	..	47,489	..
Commercial	..	..	..	..	505	..
TOTAL	4,98,610	52,420	1,87,245	7,38,275	41,70,426	30,895
SCHOOL EDUCATION, GENERAL						
Secondary Schools						
For Boys—						
High Schools	23,17,607	2,10,182	3,56,296	28,00,085	31,12,850	30,753
Middle Schools	5,01,588	1,91,735	1,34,433	8,27,756	8,83,380	2,94,220
	16,318	10,073	9,671	36,682	2,67,790	6,75,797
For Girls—						
High Schools	44,645	598	19,556	64,799	7,99,800	..
Middle Schools	5,080	1,007	10,170	16,317	3,64,597	783
	..	1,800	1,011	2,001	1,02,027	26,422
TOTAL	28,85,238	4,22,145	5,31,137	38,38,520	55,30,604	13,27,975
Primary Schools						
For Boys	4,75,509	1,12,042	2,20,527	8,17,978	47,52,752	82,46,743
For Girls	7,175	32,005	51,663	91,343	10,09,704	7,61,394
TOTAL	4,82,684	1,45,547	2,81,090	9,09,321	57,62,616	89,08,137
SCHOOL EDUCATION, SPECIAL						
Training Schools for Masters	..	1,688	3,498	5,186	16,23,377	2,67,094
Training Schools for Mistresses	..	425	784	4,047	8,20,887	8,486
Schools of Art	..	675	..	1,020	2,695	2,15,794
Law Schools	..	478	..	478	3,991	..
Medical Schools	42,030	360	4,490	46,900	3,35,728	3,964
Engineering and Surveying Schools	2,074	..	5,020	8,594	1,90,724	950
Technical and Industrial Schools	1,538	5,088	78,295	85,821	5,07,719	86,207
Commercial Schools	58,929	1,620	9,529	69,987	45,182	..
Agricultural Schools	..	..	..	..	1,885	792
Reformatory Schools	..	..	..	..	2,32,815	..
Other Schools	47,042	57,617	64,506	1,09,165	3,30,210	1,48,675
TOTAL	1,63,811	67,006	1,72,205	3,93,082	38,14,282	5,16,108
Buildings	21,223	1,19,387	5,59,780	7,00,300	74,56,242	28,48,704
Furniture and Apparatus	11,444	14,051	92,150	1,17,645	15,33,362	8,06,868
TOTAL	32,667	1,33,438	6,51,930	8,18,035	80,89,604	81,55,572
TOTAL	40,63,010	8,21,516	18,23,607	66,98,133	2,82,67,332	1,40,28,247
University	..	..	..	..	7,87,267	..
Direction	..	..	..	..	8,27,821	..
Inspection	..	..	..	..	42,17,179	1,84,624
Scholarships held in—						
Arts Colleges	..	..	..	..	2,47,089	7,979
Medical Colleges	..	..	..	..	40,591	1,986
Other Professional Colleges	..	..	..	..	71,408	6,097
Secondary Schools	..	..	..	..	8,48,480	1,70,524
Primary Schools	..	..	..	..	63,132	58,424
Medical Schools	..	..	..	..	35,061	7,202
Technical and Industrial Schools	..	..	..	..	42,955	20,082
Other Special Schools	..	..	..	..	28,156	6,935
Miscellaneous	..	..	..	..	14,77,867	2,98,436
TOTAL	..	..	..	..	81,87,086	7,62,289
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	40,63,010	8,21,516	18,23,607	66,98,133	8,64,54,418	1,47,90,536

TABLE IV—*concl d.**of British India for the official year 1913-14—concl d.*

EXPENDITURE FROM		ALL OTHER SOURCES.			Grand Total.	OBJECTS OF EXPENDITURE
Municipal Funds.	Fees.	Private.	Public.	40		
36	37	38	39	40	41	UNIVERSITY EDUCATION.
R	R	R	R	R	R	<i>Arts Colleges.</i>
31,237	24,64,603	9,02,530	1,60,129	66,77,450	English.	
410	338	31,238	1,074	96,820	Oriental.	
..	2,92,175	9,878	14,518	4,49,400	Law.	
2,607	2,01,564	2,732	3,006	7,68,450	Medicine.	
..	67,596	13,700	..	8,55,506	Engineering.	
138	2,054	11,718	..	4,16,714	Teaching.	
..	12,036	..	..	7,05,035	Agriculture.	
..	8,367	..	44,004	99,940	Veterinary.	
..	7,680	..	..	8,191	Commercial.	
34,282	30,57,800	9,71,856	2,12,818	84,77,586	TOTAL.	
..	..	..	..	..	SCHOOL EDUCATION, GENERAL	
..	..	..	..	..	<i>Secondary Schools.</i>	
2,42,356	92,09,080	18,09,080	3,10,734	1,48,06,653	For Boys—	
3,21,341	28,36,228	11,44,707	1,60,152	56,40,028	High Schools.	
1,50,639	3,07,016	82,287	9,428	18,82,957	English.	
..	..	..	..	..	Vernacular	Middle Schools.
19,853	7,19,620	4,82,809	33,477	20,55,619	For Girls—	
29,843	1,90,526	3,60,910	28,825	9,75,444	High Schools.	
55,101	18,912	87,451	296	2,90,200	English.	Middle Schools.
..	..	..	..	..	Vernacular	
8,19,193	1,34,32,282	40,58,144	5,42,912	2,57,11,010	TOTAL.	
..	..	..	..	..	Primary Schools	
15,79,058	43,06,738	24,32,872	9,02,347	2,22,21,410	For Boys.	
4,50,251	1,61,211	8,01,070	1,40,845	33,80,544	For Girls.	
..	..	..	..	..	TOTAL.	
20,36,209	44,07,949	32,93,951	10,43,102	2,56,01,954	SCHOOL EDUCATION, SPECIAL	
..	..	..	..	..	Training Schools for Masters.	
7,002	20,330	68,451	15,043	20,02,887	Training Schools for Mistresses.	
5,480	12,482	94,119	8,003	4,50,117	Schools of Art.	
350	23,656	19,004	1,920	2,60,814	Law Schools.	
..	2,487	..	..	6,478	Medical Schools.	
2,700	83,600	30,483	1,633	4,58,207	Engineering and Surveying Schools.	
150	29,951	13,301	..	2,35,136	Technical and Industrial Schools.	
58,002	60,880	7,06,824	23,155	14,42,833	Commercial Schools.	
840	87,468	20,215	..	1,50,675	Agricultural Schools.	
..	95	2,480	..	5,252	Reformatory Schools.	
1,348	..	0,703	..	2,43,056	Other Schools.	
40,821	2,00,070	3,59,033	12,806	11,06,024	TOTAL.	
..	..	..	..	..	Buildings.	
1,17,743	6,20,133	13,29,853	63,800	64,61,979	Furniture and Apparatus.	
..	..	..	..	..	TOTAL.	
5,77,477	75,280	24,50,014	2,68,828	1,36,67,145	TOTAL.	
44,300	• 44,081	3,92,511	25,402	23,46,630	TOTAL.	
..	..	..	..	..	TOTAL.	
6,21,783	1,10,361	28,45,125	2,84,230	1,60,13,675	TOTAL.	
..	..	..	..	..	TOTAL.	
36,20,210	2,10,97,534	1,24,96,920	21,46,052	8,22,66,204	TOTAL.	
..	..	..	..	..	University.	
..	0,54,065	2,82,330	98,000	21,21,658	Direction.	
..	..	..	..	8,27,821	Inspection.	
13,027	..	1,590	1,01,529	45,17,949	Scholarships held in—	
..	..	..	..	..	Arts Colleges.	
4,347	4,224	1,50,390	9,395	4,23,424	Medical Colleges.	
332	..	9,331	420	52,660	Other Professional Colleges.	
462	3,476	20,004	189	1,01,694	Secondary Schools.	
10,467	4,621	94,785	10,673	1,50,720	Primary Schools.	
7,675	140	14,180	0,235	83,247	Medical Schools.	
603	..	13,004	1,730	82,123	Technical and Industrial Schools.	
4,362	..	10,080	533	47,258	Other Special Schools.	
1,054	..	..	..	..	Miscellaneous.	
85,507	39,09,068	28,02,530	1,47,726	89,01,794	TOTAL.	
..	..	..	..	..	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	
1,37,326	49,06,194	34,98,818	4,05,960	1,79,57,673		
..	..	..	..	..		
37,66,530	2,66,63,728	1,59,95,747	25,52,912	10,02,23,877		

## Expenditure (in rupees) on Public Instruction for Europeans

OBJECTS OF EXPENDITURE.	PUBLIC			
	UNDER PUBLIC MANAGEMENT.			
	Managed by Government.			
1	2	3	4	5
<b>UNIVERSITY EDUCATION.</b>				
<i>Arts Colleges.</i>				
English	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching	22,864	..	..	22,864
<b>TOTAL</b>	<b>22,864</b>	<b>..</b>	<b>..</b>	<b>22,864</b>
<b>SCHOOL EDUCATION, GENERAL.</b>				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	76,655	46,127	17,875	140,657
Middle Schools, English	..	..	..	..
For Girls—				
High Schools	30,317	28,014	15,722	74,053
Middle Schools, English	4,831	5,246	..	10,077
<b>TOTAL</b>	<b>1,11,803</b>	<b>80,287</b>	<b>33,597</b>	<b>2,25,687</b>
<i>Primary Schools.</i>				
For Boys	..	..	..	..
For Girls	..	..	..	..
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>				
Training Schools for Masters	9,358	..	..	9,358
Training Schools for Mistresses	..	..	..	..
Engineering and Surveying Schools	5,560	1,020	..	6,580
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	8,280	..	..	8,280
<b>TOTAL</b>	<b>23,198</b>	<b>1,020</b>	<b>..</b>	<b>24,218</b>
<b>TOTAL DIRECT EXPENDITURE</b>	<b>1,57,865</b>	<b>81,307</b>	<b>33,597</b>	<b>2,72,769</b>
<i>Buildings</i>				
<i>Furniture and Apparatus (special grants only)</i>				
<b>TOTAL</b>	<b>80,641</b>	<b>..</b>	<b>2,075</b>	<b>82,716</b>
	<b>4,732</b>	<b>..</b>	<b>14,895</b>	<b>19,627</b>
<b>TOTAL EXPENDITURE ON PUBLIC INSTRUCTION</b>	<b>85,373</b>	<b>..</b>	<b>16,970</b>	<b>1,02,343</b>
	<b>2,43,238</b>	<b>81,307</b>	<b>50,567</b>	<b>3,75,112</b>

TABLE IV-A.

in the several Provinces of British India for the official year 1913-14.

## INSTITUTIONS.

UNDER PRIVATE MANAGEMENT.							OBJECTS OF EXPENDITURE.
Aided by Government or by Local or Municipal Boards.							
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
6	7	8	9	10	11	12	1
R	R	R	R	R	R	R	
							UNIVERSITY EDUCATION.
							<i>Arts Colleges.</i>
4,308	..	..	2,766	700	3,960	11,734	English.
11,100	..	..	2,334	..	4,476	17,910	Teaching.
15,408	..	..	5,100	700	8,436	29,644	TOTAL.
							SCHOOL EDUCATION, GENERAL.
							<i>Secondary Schools.</i>
5,14,748 1,97,469	.. 435	2,107 7,833	4,32,081 79,165	45,040 35,611	2,45,825 1,38,048	12,39,810 4,58,561	For Boys— High Schools. Middle Schools, English.
4,40,506 2,25,849	.. 390	1,414 0,720	4,90,598 97,768	50,545 46,744	1,90,294 66,836	11,85,447 4,77,307	For Girls— High Schools. Middle Schools, English.
13,84,662	825	21,074	10,00,612	1,77,949	6,77,003	33,61,125	TOTAL.
							<i>Primary Schools.</i>
95,223 43,683	.. ..	2,062 1,540	28,200 25,920	10,145 7,105	32,796 16,068	1,37,426 94,298	For Boys. For Girls.
1,08,906	..	3,602	53,102	17,250	48,864	2,31,724	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
16,357 222 860 26,415 4,382 9,075	.. .. .. .. .. ..	.. .. .. 16,517 5,270 6,590	2,656 3,480 16,517 3,404 485	700 706 1,978 4,029 0,036	6,361 2,520 5,048 4,029 0,036	26,074 222 7,556 50,858 22,186	Training Schools for Masters. Training Schools for Mistresses. Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Other Schools.
57,301	..	..	34,513	7,273	24,894	1,23,981	TOTAL.
15,66,277	825	24,676	11,92,327	2,03,172	7,50,197	37,46,474	TOTAL DIRECT EXPENDITURE.
6,00,220 1,22,883	.. ..	14,000 14,684	30,343 21,945	1,76,840 26,013	3,34,690 1,85,525	11,56,093	<i>Buildings.</i> <i>Furniture and Apparatus (special grants only).</i>
7,23,103	..	14,000	45,027	1,98,785	3,60,703	13,41,618	TOTAL.
22,89,380	825	38,676	12,37,354	4,01,957	11,19,900	50,88,092	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

## Expenditure (in rupees) on Public Instruction for Europeans

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—contd.				TOTAL Provincial Revenue.	
	UNDER PRIVATE MANAGEMENT.					
	Unaided.					
	Fees.	Subscriptions.	Endowment and other sources.	TOTAL.		
1	13	14	15	16	17	
UNIVERSITY EDUCATION.		R	R	R	R	
<i>Arts Colleges.</i>						
English	..	..	..	..	4,308	
Teaching	..	..	..	..	38,964	
	TOTAL	..	..	..	38,972	
SCHOOL EDUCATION, GENERAL.						
<i>Secondary Schools</i>						
For Boys—						
High Schools	50,938	14,028	6,708	70,674	5,92,003	
Middle Schools, English	1,930	..	..	1,939	1,97,469	
For Girls—						
High Schools	24,023	..	1,200	25,223	4,76,918	
Middle Schools, English	2,850	200	1,100	4,156	2,30,680	
	TOTAL	88,756	14,228	8,308	1,11,292	
					14,97,065	
<i>Primary Schools.</i>						
For Boys	1,175	541	..	1,716	65,223	
For Girls	1,062	480	1,540	3,082	43,633	
	TOTAL	2,237	1,021	1,540	4,798	
					1,08,906	
SCHOOL EDUCATION, SPECIAL.						
<i>Training Schools for Masters</i>						
Training Schools for Mistresses	..	..	..	..	25,715	
Engineering and Surveying Schools	..	..	..	..	222	
Technical and Industrial Schools	..	..	4,218	..	6,410	
Commercial Schools	..	..	..	..	26,415	
Other Schools	..	..	..	..	4,382	
	TOTAL	..	..	4,218	6,140	
					80,499	
	TOTAL DIRECT EXPENDITURE	91,915	15,249	14,066	1,21,230	
					17,24,742	
<i>Buildings</i>						
<i>Furniture and Apparatus</i>						
		2,212	1,000	12,237	15,449	
		2,346	1,000	4,523	7,989	
	TOTAL	4,558	2,000	16,760	23,318	
					8,21,022	
Inspection	..	..	..	..	28,551	
Scholarships held in—						
<i>Arts Colleges</i>						
Medical Colleges	..	..	..	..	10,417	
Other Professional Colleges	..	..	..	..	740	
<i>Secondary Schools</i>						
Primary Schools	..	..	..	..	6,644	
Medical Schools	..	..	..	..	48,978	
<i>Technical and Industrial Schools</i>					14,130	
Miscellaneous	..	..	..	..	2,030	
	TOTAL	..	..	..	5,08,123	
TOTAL INDIRECT EXPENDITURE	..	..	..	..	7,10,113	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	96,473	7,249	30,826	1,44,548	82,64,877	

TABLE IV-A—*contd.*in the several Provinces of British India for the official year 1913-14—*contd.*

EXPENDITURE FROM					Grand Total.	OBJECTS OF EXPENDITURE.
District Funds.	Municipal Funds.	Fees.	ALL OTHER SOURCES.			
18	19	20	21	22	23	1
R	R	R	R	R	R	UNIVERSITY EDUCATION
..	..	2,766	8,960	700	11,734	<i>Arts Colleges.</i> English.
..	..	2,834	4,476	..	40,774	<i>Colleges for Professional Training.</i> Teaching.
..	..	5,100	8,436	700	52,508	<b>TOTAL.</b>
SCHOOL EDUCATION, GENERAL.						
<i>Secondary Schools.</i>						
.. 435	2,107 7,833	5,38,146 81,104	2,22,907 11,714	1,04,078 56,045	14,00,141 4,00,500	For Boys— High Schools. Middle Schools, English.
.. 890	1,414 9,720	5,43,535 1,05,370	1,81,012 94,794	81,849 50,386	12,85,623 4,01,840	For Girls— High Schools. Middle Schools, English.
825	21,074	12,68,055	6,17,327	2,03,158	36,98,104	<b>TOTAL.</b>
..	2,062	28,375	42,808	614	1,39,142	<i>Primary Schools.</i>
..	1,540	26,004	24,335	858	97,380	For Boys.
..	3,602	55,339	67,203	1,472	2,36,522	For Girls.
SCHOOL EDUCATION, SPECIAL.						
..	..	2,056	6,301	700	35,432	Training Schools for Masters.
..	..	5,422	7,444	..	222	Training Schools for Mistresses.
..	..	18,617	7,250	..	10,276	Engineering and Surveying Schools.
..	..	5,270	3,948	676	60,858	Technical and Industrial Schools.
..	..	6,590	1,317	3,485	17,085	Commercial Schools.
..	..	36,455	26,320	10,005	5,204	Other Schools.
825	24,076	13,65,540	7,10,286	3,65,395	41,40,473	<b>TOTAL.</b>
..	14,000	32,555	3,75,638	1,40,352	12,54,258	<i>Buildings.</i>
..	..	17,030	59,700	6,883	2,13,021	<i>Furniture and Apparatus.</i>
..	14,000	49,085	4,35,437	1,47,235	14,67,279	<b>TOTAL.</b>
..	..	..	..	..	28,561	Inspection.
..	..	1,920	108	4,564	25,400	Scholarships held in—
..	..	..	..	..	740	<i>Arts Colleges.</i>
..	..	..	..	..	6,614	<i>Medical Colleges.</i>
..	..	..	..	..	50,451	<i>Other Professional Colleges.</i>
..	..	..	..	..	19,500	<i>Secondary Schools.</i>
..	..	..	..	..	..	<i>Primary Schools.</i>
..	..	..	..	..	..	<i>Medical Schools.</i>
..	700	12,81,215	8,28,621	1,32,022	28,41,641	<i>Technical and Industrial Schools.</i>
..	760	12,82,535	8,36,038	1,37,486	29,75,932	<b>TOTAL.</b>
..	..	..	..	..	..	<b>TOTAL INDIRECT EXPENDITURE.</b>
825	39,430	26,97,669	19,90,761	5,90,116	85,88,084	<b>TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.</b>

## Stages for instruction of pupils in public schools for general

CLASS OF SCHOOLS.		Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.				
				Boys.	Girls.	Total		
1		2	3	4	5	6		
<b>SECONDARY SCHOOLS.</b>								
FOR BOYS.								
Government	{ English	298	83,921	29,471	2	29,473		
	{ Vernacular	71	7,440	2	..	..		
Local Fund	{ English	202	36,654	1,937	1	1,938		
	{ Vernacular	843	115,373	..	..	..		
Municipal	{ English	169	32,329	..	..	..		
	{ Vernacular	35	6,508	4,996	1	4,997		
Native States	{ English	176	19,187	..	..	..		
	{ Vernacular	15	1,319	6,277	4	6,281		
Aided	{ English	2,084	399,032	76,299	..	..		
	{ Vernacular	1,234	91,320	43	167	167		
Unaided	{ English	1,082	210,229	48,954	..	..		
	{ Vernacular	71	5,209	..	94	49,048		
	TOTAL		6,279	1,008,584	167,979	269		
FOR GIRLS.								
Government	{ English	26	3,694	..	506	506		
	{ Vernacular	26	2,502	..	..	..		
Local Fund	{ English	..	..	..	..	..		
	{ Vernacular	4	372	..	..	..		
Municipal	{ English	2	132	..	..	..		
	{ Vernacular	10	1,545	..	..	..		
Native States	{ English	4	430	..	..	..		
	{ Vernacular	..	..	..	11	11		
Aided	{ English	814	85,001	6	2,376	2,382		
	{ Vernacular	160	17,080	..	..	..		
Unaided	{ English	21	1,640	3	245	246		
	{ Vernacular	3	176	..	..	..		
	TOTAL		570	62,528	9	8,188		
TOTAL SECONDARY SCHOOLS.								
<b>PRIMARY SCHOOLS.</b>								
FOR BOYS.								
Government	..	540	28,069	..	..	..		
Local Fund	..	80,448	1,789,615	..	..	..		
Municipal	..	1,771	203,198	..	..	..		
Native States	..	3,110	192,304	..	..	..		
Aided	..	66,431	2,407,475	..	..	..		
Unaided	..	14,847	879,265	..	..	..		
	TOTAL		116,650	4,975,016	..	..		
FOR GIRLS.								
Government	..	579	45,692	..	..	..		
Local Fund	..	1,615	77,184	..	..	..		
Municipal	..	545	44,409	..	..	..		
Native States	..	592	28,660	..	..	..		
Aided	..	9,787	813,093	..	..	..		
Unaided	..	1,094	40,717	..	..	..		
	TOTAL		14,723	544,755	..	..		
TOTAL PRIMARY SCHOOLS								
GRAND TOTAL								
		138,321	6,589,753	167,968	3,607	171,865		

TABLE V.

education in British India at the end of the official year 1913-14.

MIDDLE STAGE.			TOTAL SECONDARY STAGE.			CLASSES OF SCHOOLS.	
Boys.	Girls.	Total.	Boys.	Girls.	Total.	1	
7	8	9	10	11	12	SECONDARY SCHOOLS.	
34,068	32	34,068	68,488	34	68,567	English	Government.
1,415	42	1,457	1,417	42	1,459	Vernacular	Government.
18,787	27	18,814	14,724	28	14,752	English	Local Fund.
38,060	11	38,071	38,060	11	38,071	Vernacular	Local Fund.
15,055	10	15,045	20,031	11	20,042	English	Municipal.
1,328	..	1,225	1,223	..	1,223	Vernacular	Municipal.
11,014	19	11,033	17,891	23	17,314	English	Native States.
277	..	277	277	..	277	Vernacular	Native States.
1,26,840	1,135	1,27,775	2,02,989	1,302	2,04,241	English	Aided.
10,129	452	10,581	10,172	452	10,624	Vernacular	Aided.
57,970	100	57,770	1,06,624	194	1,06,818	English	Unaided.
1,020	2	1,022	1,020	2	1,022	Vernacular	Unaided.
3,09,882	1,880	3,11,162	477,811	2,099	479,410	TOTAL.	FOR BOYS.
..	731	731	..	1,237	1,237	English	Government.
..	192	192	..	192	192	Vernacular	Government.
..	..	..	..	..	..	English	Local Fund.
..	26	26	..	26	26	Vernacular	Local Fund.
..	11	11	..	11	11	English	Municipal.
..	174	174	..	174	174	Vernacular	Municipal.
..	425	425	..	436	436	English	Native States.
..	196	7,214	7,412	204	9,590	Vernacular	Native States.
182	944	1,126	1,126	944	1,126	English	Aided.
7	500	607	10	745	755	Vernacular	Aided.
..	..	15	..	15	15	English	Unaided.
..	..	..	..	..	..	Vernacular	Unaided.
887	10,832	10,619	396	13,370	13,766	TOTAL.	FOR GIRLS.
809,719	12,062	321,781	477,707	15,460	498,176	TOTAL SECONDARY SCHOOLS.	PRIMARY SCHOOLS.
..	..	..	..	..	..	..	FOR BOYS.
186	..	186	186	..	186	Government.	Government.
2,409	10	2,419	2,409	10	2,419	Local Fund.	Local Fund.
116	1	117	116	1	117	Municipal.	Municipal.
16	..	16	16	..	16	Native States.	Native States.
8,156	188	8,249	8,156	188	8,249	Aided.	Aided.
66	..	66	66	..	66	Unaided.	Unaided.
5,940	144	6,093	5,949	144	6,093	TOTAL.	FOR GIRLS.
..	..	..	..	..	..	..	Government.
..	727	727	..	727	727	Local Fund.	Local Fund.
..	28	28	..	28	28	Municipal.	Municipal.
..	84	84	..	84	84	Native States.	Native States.
..	4	4	..	4	4	Aided.	Aided.
..	14	1,683	1,683	14	1,683	Unaided.	Unaided.
14	..	86	86	..	86	..	..
14	2,548	2,562	14	2,548	2,562	TOTAL.	..
5,968	2,692	8,655	5,963	2,693	8,655	TOTAL PRIMARY SCHOOLS.	..
315,653	14,754	330,486	488,670	18,161	501,881	GRAND TOTAL.	..

## Stages for instruction of pupils in public schools for general

CLAS OF SCHOOLS.	UPPER PRIMARY STAGE.			LOWER PRIMARY		
	COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	13	14	15	16	17	18
SECONDARY SCHOOLS.						
FOR BOYS.						
Government	13,694	48	13,737	6,369	84	6,452
Local Fund	1,483	104	1,587	2,988	569	3,535
Municipal	10,443	17	10,460	10,692	149	10,841
Native States	25,095	68	25,163	41,603	115	42,018
Aided	5,469	3	5,472	6,580	17	6,547
Unaided	1,033	..	1,038	3,375	13	3,388
	1,073	2	1,075	618	5	623
	289	1	290	513	1	514
	90,257	1,241	91,498	94,371	2,644	97,015
	16,095	2,090	18,185	14,088	57,165	6,048
	52,101	85	52,186	43,132	251	47,677
	1,250	1	1,251	2,208	8	2,216
TOTAL	218,282	8,655	221,987	250,802	18,189	277,991
FOR GIRLS.						
Government	11	485	496	59	1,416	1,475
Local Fund	3	319	322	60	1,370	1,430
Municipal	..	..	..	..	284	284
Native States	..	44	44	..	..	..
Aided	..	21	21	..	50	50
Unaided	..	422	422	..	808	806
	..	..	..	..	..	..
	733	5,656	6,389	3,383	13,098	16,431
	463	2,060	2,513	2,176	8,942	11,118
	23	247	270	23	491	514
	..	17	17	..	100	100
TOTAL	1,223	9,271	10,494	5,651	26,047	32,298
TOTAL SECONDARY SCHOOLS	219,505	13,926	232,431	265,453	44,836	310,299
PRIMARY SCHOOLS.						
FOR BOYS.						
Government	4,491	21	4,512	15,666	631	16,237
Local Fund	179,766	1,678	181,444	1,058,378	53,450	1,111,828
Municipal	32,432	146	32,578	119,106	4,830	123,547
Native States	92,174	326	92,500	95,983	3,528	99,511
Aided	89,235	5,651	94,786	1,430,629	140,353	1,570,984
Unaided	4,019	77	4,096	197,489	10,401	207,896
TOTAL	342,117	7,799	349,916	2,917,281	212,716	3,129,997
FOR GIRLS.						
Government	2	2,621	2,623	340	28,283	28,623
Local Fund	7	4,093	4,100	309	46,616	46,926
Municipal	2	3,320	3,322	181	27,447	27,578
Native States	..	2,459	2,459	13	11,468	11,476
Aided	1,353	10,777	12,129	14,225	158,642	173,867
Unaided	10	520	530	427	14,567	14,994
TOTAL	1,373	23,790	25,168	15,445	287,018	302,463
TOTAL PRIMARY SCHOOLS	343,490	31,589	375,079	2,932,786	499,734	5,432,460
GRAND TOTAL	562,995	44,515	607,510	8,198,170	544,570	3,742,749
					1,356,355	281,338
						1,737,093

TABLE V—contd.

education in British India at the end of the official year 1913-14—contd.

STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			CLASS OF SCHOOLS					
THE LOWER PRIMARY STAGE.														
Total.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
22	23	24	25	26	27	28	29	30	31	32	33			
6,583	84	6,617	20,927	127	20,954	83,740	161	83,921	English	Government				
3,883	560	4,394	5,304	673	5,367	6,725	713	7,440	Vernacular	Government				
11,376	166	11,442	21,719	183	21,802	36,443	211	36,654	English	Local Fund				
51,483	719	52,142	76,518	787	77,105	114,578	794	115,376	Vernacular	Municipal				
6,793	22	6,815	12,282	25	12,287	32,293	38	32,339	English	Municipal				
4,921	31	4,952	5,354	31	5,385	6,477	31	6,508	Vernacular	Municipal				
791	7	798	1,364	9	1,373	19,155	82	19,187	English	Native States				
746	6	752	1,093	7	1,042	1,312	7	1,319	Vernacular	Native States				
100,419	2,874	103,293	190,676	4,115	191,791	303,615	5,417	309,032	English	Aided.				
49,445	14,068	62,511	64,540	16,158	80,696	74,712	16,008	91,320	Vernacular	Aided.				
50,940	285	61,225	103,041	370	103,411	209,865	364	210,229	English	Unaided.				
2,982	14	2,996	4,232	16	4,247	5,252	17	5,269	Vernacular	Unaided.				
289,894	18,843	307,237	506,676	22,498	520,174	983,987	24,597	1,008,584	TOTAL.					
64	1,897	1,961	75	2,382	2,457	75	3,610	3,694	English	Government				
65	1,923	1,988	68	2,242	2,310	68	2,434	2,502	Vernacular	Government				
..	..	..	..	..	..	..	..	..	English	Local Fund				
..	302	302	..	346	346	..	372	372	Vernacular	Municipal				
..	100	100	..	121	121	..	132	132	English	Municipal				
..	949	949	..	1,371	1,371	..	1,645	1,645	Vernacular	Native States				
..	..	..	..	..	..	..	436	436	English	Native States				
8,817	15,001	18,818	4,550	20,657	25,207	4,754	30,247	35,001	Vernacular	Aided.				
2,213	11,178	13,391	2,666	18,238	15,804	2,848	14,189	17,030	English	Unaided.				
29	588	615	52	833	885	62	1,578	1,640	Vernacular	Unaided.				
..	144	144	..	161	161	..	176	176	..	..	..			
6,188	82,080	88,268	7,411	41,351	48,702	7,807	54,721	62,528	TOTAL.					
294,582	50,923	845,505	514,087	63,849	577,036	901,704	70,318	1,071,112	TOTAL SECONDARY SCHOOLS.					
PRIMARY SCHOOLS.														
FOR BOYS.														
22,154	1,187	23,341	26,645	1,208	27,863	26,831	1,208	28,039	Government					
1,472,867	106,885	1,579,752	1,652,033	108,563	1,781,106	1,655,042	108,573	1,768,615	Local Fund					
161,708	8,725	170,433	194,140	8,871	205,011	194,256	8,872	205,128	Municipal					
150,633	9,245	159,878	182,807	9,571	192,378	182,823	9,571	192,394	Native States					
2,086,090	223,310	2,300,400	2,175,325	228,861	2,404,186	2,178,481	224,094	2,407,475	Aided.					
347,079	28,024	375,103	351,098	28,101	370,199	351,104	28,109	370,265	Unaided.					
4,240,631	377,376	4,617,007	4,582,648	385,175	4,907,823	4,588,597	385,319	4,973,916	TOTAL.					
FOR GIRLS.														
366	41,976	42,342	368	44,597	44,965	368	45,824	45,992	Government					
478	72,678	73,056	455	76,671	77,156	485	76,699	77,184	Local Fund					
820	40,733	41,053	322	44,053	44,375	322	44,087	44,409	Municipal					
49	21,148	21,197	49	23,607	23,656	49	23,611	23,660	Native States					
17,248	282,033	299,281	18,600	292,810	311,410	18,614	294,479	313,098	Aided.					
960	89,141	40,101	39,661	40,681	970	39,747	40,717	..	Unaided.					
19,481	497,609	517,030	20,794	521,399	542,198	20,808	523,947	544,765	TOTAL.					
4,250,900	874,965	5,184,937	4,608,442	906,574	5,510,016	4,600,405	908,266	5,518,671	TOTAL PRIMARY SCHOOLS.					
4,554,634	925,906	5,480,642	5,117,529	970,423	6,087,967	5,601,199	988,584	6,589,783	GRAND TOTAL.					

## Results of the prescribed examinations in the several

NATURE OF EXAMINATIONS.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINERS.				NUMBER		
	Institu- tions under Public Manage- ment.	Aided Institu- tions.	Other Institu- tions.	Total	Institu- tions under Public Manage- ment.	Aided Institu- tions.	Other Institu- tions.	Private Send- ents.	Total	Institu- tions under Public Manage- ment.	Aided Institu- tions.
<b>ARTS COLLEGES.</b>											
Doctor of Science . . . . .	1	14	2	1	1	181	218	18	421	688	117
Master of Arts . . . . .	9	14	3	25	25	53	16	8	58	124	41
Master of Science . . . . .	4	2	1	6	70	41	..	..	114	68	10
Bachelor of Arts (Honours), Preliminary English language . . . . .	1	2	..	3	70	..	..	..	..	..	36
Bachelor of Arts . . . . .	28	47	18	98	1,260	2,184	1,498	1,047	5,069	712	1,246
Bachelor of Science . . . . .	14	14	6	34	289	231	148	32	570	174	117
First B.A. . . . .	..	1	2	3	..	..	1	24	1,111	..	1
First B.Sc. . . . .	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Arts . . . . .	92	65	32	129	9,188	6,310	2,975	1,049	11,516	1,163	2,484
Intermediate Examination in Science . . . . .	92	16	8	38	865	152	486	40	1,240	208	250
Previous Examination . . . . .	7	4	..	11	212	813	..	97	682	50	96
<b>ORIENTAL COLLEGES.</b>											
Master of Oriental Learning . . . . .	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Oriental Learning . . . . .	..	..	..	..	..	..	..	..	..	..	..
First Arts Oriental Faculty . . . . .	..	..	..	..	..	..	..	..	..	..	..
Honours in Sanskrit . . . . .	1	2	15	18	138	27	58	147	370	104	7
Honours in Arabic . . . . .	1	1	..	1	..	..	13	..	81	..	7
Honours in Persian . . . . .	..	1	..	1	..	..	5	..	32	..	2
Honours in Gurmukhi . . . . .	..	1	..	1	..	..	2	..	26	..	1
Honours in Punjabi . . . . .	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Sanskrit . . . . .	1	12	187	200	117	84	723	115	1,089	55	46
High Proficiency in Arabic . . . . .	3	..	3	..	..	6	..	8	..	..	4
High Proficiency in Persian . . . . .	1	..	1	..	..	1	..	3	..	..	2
High Proficiency in Punjabi . . . . .	1	..	1	..	..	4	..	12	..	..	..
High Proficiency in Hindi . . . . .	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Urdu . . . . .	..	..	..	..	..	..	..	..	..	..	..
Proficiency in Sanskrit . . . . .	1	12	238	261	24	81	842	160	1,107	8	27
Proficiency in Arabic . . . . .	2	..	5	7	..	15	10	15	40	..	5
Proficiency in Persian . . . . .	..	..	..	..	..	..	..	7	..	..	..
Proficiency in Hindi . . . . .	..	..	..	..	..	..	..	5	..	..	..
Proficiency in Urdu . . . . .	..	..	..	..	..	..	..	5	..	..	..
Proficiency in Punjabi . . . . .	..	..	..	..	..	..	..	23	..	..	..
Additional Examination in English for Oriental Titles . . . . .	..	..	..	..	..	..	..	..	..	..	..
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>											
<i>Law.</i>											
Doctor of Law . . . . .	..	..	1	..	1	..	..	1	20	21	..
Master of Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Honours in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law . . . . .	6	1	10	17	941	166	864	319	2,290	556	111
First LL.B. . . . .	1	..	..	1	413	285	..	..	418	190	..
First Examination in Law . . . . .	1	..	..	2	3	..	148	276	709	144	..
Special Test Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Licentiate Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
First Certificate Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
Preliminary Examination in Law . . . . .	..	..	..	..	..	..	..	..	..	..	..
<i>Medicine.</i>											
M.B. . . . .	..	..	..	..	..	..	..	..	..	..	..
M.D. . . . .	2	..	..	..	2	6	..	..	6	..	3
M.B. (a) . . . . .	1	..	..	..	1	82	..	..	82	..	51
Second Professional Examination for M.B., B.B. . . . .	3	..	..	..	3	138	..	..	138	..	98
First Professional Examination for M.B., B.B. . . . .	2	..	..	..	2	118	..	..	113	..	69
Honours in Medicine . . . . .	1	..	..	..	1	..	..	..	1	..	..
Intermediate M.B., B.B. Examination . . . . .	1	..	..	..	1	150	..	..	150	..	62
L.M.B. (a) . . . . .	1	..	..	..	1	258	..	..	258	..	178
First M.B. (a) . . . . .	2	..	..	..	2	187	..	..	187	..	105
First L.M.B. (a) . . . . .	1	..	..	1	20	..	..	..	20	..	18
Additional Test in Chemistry . . . . .	1	..	2	5	5	50	26	58	184	33	14
Preliminary Scientific M.B. . . . .	1	..	..	1	191	..	..	..	191	..	143
L.S.C.C. . . . .	..	..	..	..	..	..	..	..	..	..	..
Preliminary Scientific L.M.B. . . . .	1	..	5	6	122	44	..	..	166	80	29
Honours of Physics . . . . .	2	..	..	2	12	..	..	..	12	..	3
Combined Preliminary Scientific and First M.B. . . . .	..	..	..	..	..	..	..	..	..	..	..
Special certificate class examination for females . . . . .	1	..	..	1	2	..	..	..	2	..	..

(a) Final or Third M.B. and C.M. Examination in Madras, and second M.B. Examination in Bengal.

(b) Second L.M.B. Examination in Bengal.

TABLE VI.

Provinces of British India during the official year 1913-14.

PASSED.			RACE OR CREED OF PASSED SCHOLARS.										NATURE OF EXAMINATIONS.		
Other Institutions.	Private Students.	Total.	Europeans and Amerio-Indians.	Indian Christians.	HINDUS.		Muham- madans.	Bud- dhists.	Paris.	Others.					
					Brah- mans.	Non- Brah- mans.									
ARTS COLLEGES.															
72	307	455	6	15	204	173	46	3	4	4	Doctor of Science.	Master of Arts.	Master of Science.	Bachelor of Arts (Honours), Preliminary English Language.	
..	28	51	5	6	32	42	6	1	..	1	Bachelor of Arts.	Bachelor of Science.	First B.A.	First B.Sc.	
733	465	8,160	25	130	1,526	1,152	245	18	40	24	Intermediate Examination in Arts.	Intermediate Examination in Science.	Previous Examination.		
58	4	388	2	2	115	204	21	1	5	3					
12	541	554	3	54	390	104	3	..	..	1					
5,632	400	5,389	58	155	2,353	2,112	403	54	59	45					
247	18	902	10	8	209	495	48	4	4	24					
..	19	165	..	1	141	..	9	..	4	14					
ORIENTAL COLLEGES.															
..	..	..	..	..	..	..	..	..	..	..	Master of Oriental Learning.	Bachelor of Oriental Learning.	First Arts, Oriental Faculty.		
30	60	197	..	..	191	..	6	..	..	..	Honours in Sanskrit.	Honours in Arabic.	Honours in Persian.	Honours in Gurmukhl.	
..	4	11	..	..	..	..	..	..	..	..	Honours in Punjabi.	High Proficiency in Sanskrit.	High Proficiency in Arabic.	High Proficiency in Persian.	
..	10	12	..	1	..	..	..	..	..	..	High Proficiency in Punjabi.	High Proficiency in Hindi.	High Proficiency in Urdu.	High Proficiency in Hindi.	
..	16	17	..	..	..	1	..	..	..	..	High Proficiency in Urdu.	Proficiency in Sanskrit.	Proficiency in Arabic.	Proficiency in Persian.	
..	..	..	..	..	..	..	..	..	..	..	Proficiency in Persian.	Proficiency in Punjabi.	Proficiency in Hindi.	Proficiency in Gurmukhl.	
..	..	..	..	..	..	..	..	..	..	..	Proficiency in Punjabi.	Additional examination in English for Oriental Titles.			
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
..	..	..	..	..	..	..	..	..	..	..					
COLLEGES FOR PROFESSIONAL TRAINING.															
Law.															
..	..	5	5	..	1	4	..	..	..	..	Doctor of Law.	Master of Law.	Honours in Law.	Bachelor of Law.	
..	..	117	1,305	3	24	561	560	132	8	13	10	First LL.B.	First Examination in Law.	Special Test Examination in Law.	
..	..	190	..	5	188	..	..	..	..	14	..	Intermediate Examination in Law.	Licentiate Examination in Law.	First Certificate Examination in Law.	
..	..	98	307	..	22	161	94	27	..	..	3	..	..	..	Preliminary Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Medicine.															
..	..	..	3	..	..	1	1	..	..	1	..	M.S.	M.D.		
..	..	..	51	2	..	15	33	1	..	..	..	Second Professional Examination for M.B., B.S.	First Professional Examination for M.B., B.S.		
..	..	..	92	..	1	28	32	6	..	21	6	Honours in Medicine.	Intermediate M.B., B.S. Examination.		
..	..	..	69	..	2	20	21	6	16	1	3	L.M.S. (b)	First M.B. (c)	First L.M.S. (d)	
..	..	..	1	..	..	..	..	..	..	..	..	Additional Test in Chemistry.	Preliminary Scientific M.B.		
..	..	..	62	..	6	39	..	2	..	14	1	L.S.C.	Preliminary Scientific L.M.S.		
..	..	..	178	..	12	112	..	10	..	44	..	Bachelor of Hygiene.	Combined Preliminary Scientific and First M.B.		
..	..	..	105	..	2	32	68	2	..	..	..	Special certificate class examination for females.			
..	..	..	18	..	1	8	..	1	..	..	..				
..	..	..	58	..	1	3	38	10	..	..	..				
..	..	..	148	..	3	43	88	3	2	..	..				
..	..	..	109	..	7	64	16	6	..	12	8				
..	..	..	8	..	1	1	..	..	..	..	..				

(c) Third, Second and First M.B. and C.M. Examination in Madras.

(d) Second and First L.M.S. Examination in Madras and Bombay.

## Results of the prescribed examinations in the several

NATURE OF EXAMINATIONS.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBERS OF EXAMINERS.					NUMBERS	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions.
<b>COLLEGES FOR PROFESSIONAL TRAINING</b>											
<i>—contd.</i>											
<b>Engineering.</b>											
M.C.E.	8	..	..	..	3	40	..	..	40	20	..
B.C.E.	3	..	..	..	3	65	..	..	65	24	..
L.C.E.	..	..	..	..	..	..	..	..	..	..	..
First L.C.E.	..	..	..	..	..	..	..	..	..	..	..
Examination in Art drawing	..	..	..	..	..	..	..	..	..	..	..
First Examination in Engineering	1	..	..	..	1	56	..	..	56	45	..
<b>Roorkee College Examinations—</b>											
Civil Engineer	3	..	..	..	3	137	..	..	137	92	..
Electrical Engineer	..	..	..	..	..	..	..	..	..	..	..
Upper Subordinate	1	..	..	..	1	88	..	..	88	57	..
Lower Subordinate	1	..	..	..	1	53	..	..	53	58	..
Teaching	7	4	1	12	274	89	2	85	(d) 586	339	35
<b>Agriculture.</b>											
L.A.Z.	2	..	..	..	2	83	..	..	83	27	..
Second L.A.G.	1	..	..	..	1	20	..	..	20	17	..
First L.A.G.	1	..	..	..	1	34	..	..	34	26	..
Veterinary	..	..	..	..	..	57	..	..	57	58	..
Commercial	..	..	1	..	1	..	4	..	4	..	1
<b>SCHOOLS FOR GENERAL EDUCATION</b>											
Matriculation Examination	Boys	235	462	314	1,011	6,088	8,514	6,507	1,571	22,680	9,847
	Girls	8	42	7	57	56	180	93	35	304	33
	Boys	120	229	26	375	2,736	5,663	530	82	8,961	1,601
School Final	Girls	..	..	..	..	..	..	..	..	..	..
High School Examination for Europeans	Boys	8	30	1	34	19	222	6	3	250	13
	Girls	2	28	1	31	9	114	1	..	124	6
High School Scholarship Examination	Boys	59	14	1	74	522	95	6	1	624	249
	Girls	3	..	..	3	..	10	..	..	10	4
Elementary Certificate Examination	Boys	..	8	..	8	..	82	..	..	82	46
	Girls	..	13	..	13	..	75	..	..	75	51
Public Service Certificate Examination	(i) 2,235	76	124	1,435	5,300	350	651	1,283	7,584	2,696	205
Cambridge Preliminary Examination	Boys	..	1	..	1	..	20	..	..	20	..
Cambridge Senior Examination	Boys	4	2	6	..	37	30	..	67	..	27
	Girls	6	..	6	..	25	..	..	25	..	20
Cambridge Junior Examination	Boys	1	8	2	11	10	94	28	..	132	8
	Girls	11	..	..	12	11	52	..	..	63	45
Middle School Examination	Boys	1,056	2,536	817	4,409	22,178	29,805	12,912	2,189	67,044	14,578
	Girls	38	237	12	287	229	1,700	74	87	2,090	169
Upper Primary Examination	Boys	11,875	9,011	1,027	22,813	107,057	82,458	20,122	86	210,323	69,555
	Girls	871	850	10	1,740	3,544	6,505	21	17	10,091	2,481
Lower Primary Examination	Boys	12,329	32,132	2,298	46,759	92,456	259,950	19,477	..	371,883	59,293
	Girls	926	2,846	128	3,900	7,006	28,158	289	..	35,543	6,081
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>											
Training School Examination for Master	Upper	31	6	..	37	1,217	67	..	300	1,584	1,034
	Lower	386	80	..	416	5,576	199	372	427	6,674	4,037
Training School Examination for Mistresses	Upper	15	24	1	40	240	216	4	18	478	208
	Lower	17	22	2	41	175	157	17	18	367	140
Teachers' Examination for students outside Training School	28	1,217	..	..	1,245	28	1,447	..	7	1,482	6
Schools of Art Examination	..	220	311	150	681	5,382	5,644	2,521	477	(e) 17,255	3,723
Medical Examination	..	10	..	..	10	752	..	..	..	752	592
Examination in Engineering	..	24	4	1	29	617	87	24	..	(e) 758	446
Examination in Surveying	..	..	..	..	..	..	..	..	..	..	38
Industrial School Examination	..	8	11	1	20	150	346	231	2	(e) 1,177	104
Commercial School Examination	..	6	2	7	15	126	75	76	18	295	64
Agricultural School Examination	..	..	..	..	..	..	..	..	..	..	75
Sanskrit Title Examination	..	6	745	104	855	23	8,873	637	66	4,599	26
Madras Central Examination	..	4	6	1	11	438	128	16	..	577	304
Madras Maktab Examination	..	..	..	..	..	..	..	..	..	..	74
Other Schools Examination	..	85	484	64	638	3,901	1,421	446	378	6,146	1,928

(a) Includes 136 students sent up for the Licentiate in teaching Examination from the

(b) Includes 127 students passed in the Licentiate in teaching Examination from the

(c) Includes 3,231 and 448 students sent up for the Schools of Art and Industrial

(d) Includes 1,628 and 318 students passed the Schools of Art and Industrial

(e) Includes 80 students sent up for the examination in Engineering and Surveying

(f) Includes 79 students passed in the Examination in Engineering and Surveying

NOTE.—In Madras and Bombay students have not, in some cases, been distinguished

TABLE VI—contd.

*Provinces of British India during the official year 1913-14—contd.*

different institutions in Madras, details of whom are not available.

different institutions in Madras, details of whom are not available.

Schools Examinations respectively from the different institutions in Madras, details of whom are not available.

### Schools Examinations respectively from the different institutions in Madras.

from the different institutions in Madras, details of whom are not available. From the different institutions in Madras, the rate and spread of whom is not

from the different institutions in Madras, the race and creed of whom is not available. between Brahmins and non-Brahmins. They have hence been shown under Brahmins.

## Return showing the distribution of Local Board and Municipal Expenditure

OBJECTS OF EXPENDITURE.	Number of Institutions.	EXPENDITURE OF LOCAL					
		Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Fund.	In Institutions Managed Municipal Grants.
<b>UNIVERSITY EDUCATION.</b>							
Arts Colleges.							
English Oriental	1	26	26	22	..	6,982	..
Colleges or Departments of Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>1</b>	<b>26</b>	<b>26</b>	<b>22</b>	<b>..</b>	<b>6,982</b>	<b>..</b>
<b>SCHOOL EDUCATION, GENERAL.</b>							
Secondary Schools.							
For Boys—							
High Schools	21	8,214	8,154	7,408	3,814	10,583	4,296
Middle Schools	{ English 179	23,034	27,107	23,490	6,065	84,872	18,721
	{ Vernacular 844	115,782	111,894	90,774	..	7,87,319	81,781
For Girls—							
High Schools	..	..	..	..	..	..	..
Middle Schools	{ English 4	872	813	244	13	5,710	450
<b>TOTAL</b>	<b>1,048</b>	<b>152,402</b>	<b>147,548</b>	<b>121,914</b>	<b>9,942</b>	<b>8,68,484</b>	<b>55,247</b>
Primary Schools.							
For Boys	80,435	1,762,773	1,683,278	1,428,168	22,47,550	61,00,701	88,006
For Girls	1,813	77,067	72,884	55,444	75,649	4,05,377	14,627
<b>TOTAL</b>	<b>32,248</b>	<b>1,839,840</b>	<b>1,756,162</b>	<b>1,378,612</b>	<b>23,28,199</b>	<b>65,10,078</b>	<b>97,722</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>							
Training Schools for Masters	..	..	..	..	..	..	..
Training Schools for Mistresses	249	2,237	2,197	2,124	7,500	2,09,848	526
Schools of Art	1	6	6	4	..	36	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	31	1,412	1,323	1,022	11,504	68,000	1,373
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Other Schools	2	194	164	140	527	281	..
<b>TOTAL</b>	<b>233</b>	<b>8,840</b>	<b>8,688</b>	<b>3,290</b>	<b>19,531</b>	<b>2,78,165</b>	<b>1,898</b>
Buildings Furniture and apparatus							
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>52,496</b>	<b>26,50,419</b>	<b>86,187</b>
					43,713	2,58,742	2,452
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>96,109</b>	<b>29,09,161</b>	<b>88,689</b>
University Inspection							
Arts Colleges	..	..	..	..	..	..	..
Medical Colleges	..	..	..	..	..	..	..
Other Professional Colleges	..	..	..	..	..	..	..
Secondary Schools	..	..	..	..	..	..	..
Primary Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	..	..	..
Other Special Schools	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>GRAND TOTAL</b>	<b>33,580</b>	<b>1,996,117</b>	<b>1,907,424</b>	<b>1,503,838</b>	<b>24,48,881</b>	<b>1,05,07,170</b>	<b>2,63,506</b>

TABLE VII.

**on Public Instruction in British India for the official year 1913-14.**

## Return showing the distribution of Local Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL							
	Number of Institutions	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Boards' Grants.	Fees.
<b>UNIVERSITY EDUCATION.</b>								
Arts Colleges.								
English Oriental	4	485	500	456	2,657	4	..	42,923
Colleges or Departments of Colleges for Professional Training.								
Law	1	8	9	6	..	..	..	706
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>5</b>	<b>493</b>	<b>515</b>	<b>462</b>	<b>2,657</b>	<b>4</b>	<b>..</b>	<b>42,923</b>
<b>SCHOOL EDUCATION, GENERAL.</b>								
Secondary Schools.								
For Boys—								
High Schools	35	12,699	12,534	11,253	59,715	41,557	1,064	2,56,461
Middle Schools	134	19,030	18,238	16,687	34,350	1,57,062	12,072	1,88,717
For Girls—								
Middle Schools	35	6,508	6,238	5,331	..	41,463	5,767	7,278
High Schools	..	..	..	..	..	..	..	..
Middle Schools	2	132	123	80	1,038	4,541	..	88
	10	1,645	1,492	1,175	230	20,856	..	344
<b>TOTAL</b>	<b>216</b>	<b>40,514</b>	<b>38,625</b>	<b>34,526</b>	<b>95,308</b>	<b>2,64,979</b>	<b>20,293</b>	<b>4,58,783</b>
Primary Schools.								
For Boys	1,778	203,970	194,611	154,353	8,83,102	11,67,994	59,669	1,61,065
For Girls	547	44,526	41,846	28,785	95,630	3,15,370	11,018	6,001
<b>TOTAL</b>	<b>2,325</b>	<b>248,496</b>	<b>236,457</b>	<b>183,138</b>	<b>4,78,032</b>	<b>14,83,364</b>	<b>70,687</b>	<b>1,66,166</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>								
Schools for Special Instruction.								
Training Schools for Masters	2	12	11	10	..	1,609	..	..
Training Schools for Mistresses	2	25	28	24	1,541	1,283	..	..
Schools of Art	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..	..
Technical and Industrial Schools	9	942	851	720	5,798	23,531	1,800	659
Commercial Schools	1	101	103	85	849	840	..	979
Agricultural Schools	..	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	6	170	166	113	3,314	2,692	16	..
<b>TOTAL</b>	<b>20</b>	<b>1,250</b>	<b>1,159</b>	<b>952</b>	<b>11,502</b>	<b>29,955</b>	<b>1,816</b>	<b>1,638</b>
Buildings	..	..	..	..	61,591	4,56,226	..	80
Furniture and apparatus	..	..	..	..	28,928	32,611	..	80
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>90,519</b>	<b>4,88,787</b>	<b>..</b>	<b>160</b>
University Inspection	..	..	..	..	..	..	..	..
Arts Colleges	..	..	..	..	..	..	..	..
Medical Colleges	..	..	..	..	..	..	..	..
Other Professional Colleges	..	..	..	..	..	..	..	..
Secondary Schools	..	..	..	..	..	..	..	..
Primary Schools	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	..	..	..	..
Other Special Schools	..	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>GRAND TOTAL</b>	<b>2,566</b>	<b>290,753</b>	<b>276,766</b>	<b>219,078</b>	<b>6,78,018</b>	<b>32,87,039</b>	<b>92,600</b>	<b>6,59,716</b>

TABLE VII.—contd.

Public Instruction in British India for the official year 1913-14—contd.

## BOARDS OF PUBLIC INSTRUCTION.

BY MUNICIPAL BOARDS.			IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	OBJECTS OF EXPENDITURE.
Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Associations.			
3	3	3	3	3	3	3	3	UNIVERSITY EDUCATION.
..	8,011	46,955	6,000	..	25,223 410	31,227 410	49,277 6,788	Arts Colleges. English, Oriental.
..	..	..	..	..	..	..	..	Colleges or Departments of Colleges for Professional Training. Law, Medicine, Engineering, Teaching, Agriculture.
..	..	706	2,607	..	..	2,507	6,783	..
..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
..	8,011	47,661	8,645	..	25,633	34,282	64,677	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
..	2,397	8,61,984	32,051	4,205	1,63,558	2,42,356	2,73,109	For Boys— High Schools. English, Vernacular } Middle Schools.
1,441	3,020	8,97,143	3,381	18,721	1,42,177	8,21,341	6,15,561	..
..	36	64,529	..	31,781	77,395	1,50,630	11,26,436	..
..	..	..	..	..	..	..	..	For Girls— High Schools. English, Vernacular } Middle Schools.
..	..	5,662	..	..	19,853	19,853	19,853	..
..	54	30,884	72	450	25,902	29,843	30,626	..
1,441	5,397	8,40,201	86,404	55,247	4,02,563	8,19,103	21,47,168	TOTAL.
								Primary Schools.
704	5,093	17,67,607	96	83,005	3,28,809	15,79,958	98,26,701	For Boys.
350	1,094	4,29,123	518	14,627	1,26,736	4,66,251	12,07,645	For Girls.
1,014	6,987	21,96,730	614	97,722	4,54,545	20,86,209	1,10,34,346	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
								Schools for Special Instruction.
..	..	1,600	5,824	525	34	7,902	2,75,086	Training Schools for Masters.
..	..	2,824	8,649	..	348	5,480	18,968	Training Schools for Mistresses.
..	..	..	..	..	350	350	..	Schools of Art.
..	..	..	..	..	..	..	..	..
..	..	..	..	..	2,700	2,700	6,684	..
..	..	..	..	..	..	..	..	..
..	55	5,984	37,827	..	1,373	33,158	59,068	..
..	..	2,068	..	..	..	150	1,46,289	..
..	..	..	..	..	..	840	1,100	..
..	..	..	..	..	..	..	..	..
..	..	1,348	..	..	..	..	..	..
..	..	6,022	2,800	..	35,329	40,821	792	..
55	5,984	60,950	13,821	1,898	72,069	1,17,743	6,38,911	TOTAL.
12,583	8,133	5,83,588	..	86,187	35,064	5,77,477	84,26,181	Buildings.
..	888	62,407	..	2,452	9,843	44,306	5,51,174	Furniture and apparatus.
12,583	4,021	5,96,000	..	88,639	44,407	6,21,788	37,77,355	TOTAL.
								University, Inspections.
..	..	..	..	..	..	18,027	1,07,661	Arts Colleges.
..	..	..	..	..	..	4,347	12,826	Medical Colleges.
..	..	..	..	..	..	388	2,318	Other Professional Colleges.
..	..	..	..	..	..	452	6,549	..
..	..	..	..	..	..	19,457	1,89,981	Secondary Schools.
..	..	..	..	..	..	7,675	66,099	Primary Schools.
..	..	..	..	..	..	563	7,705	Medical Schools.
..	..	..	..	..	..	4,352	24,484	Technical and Industrial Schools.
..	..	..	..	..	..	1,554	8,489	Other Special Schools.
..	..	..	..	..	..	85,567	3,84,008	Miscellaneous.
..	..	..	..	..	..	1,87,326	8,99,615	TOTAL.
18,073	24,400	37,91,542	59,484	2,43,506	10,59,217	37,66,536	1,85,57,072	GRAND TOTAL.

## Attendance and expenditure in hostels

	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS			
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
<b>MANAGED BY GOVERNMENT—</b>						
Boys	589	21,690	2,742	1,535	8,938	660
Girls	40	1,532	31	103	886	124
<b>MANAGED BY LOCAL OR MUNICIPAL BOARDS—</b>						
Boys	727	15,977	99	17	13,797	1,171
Girls	..	..	..	..	..	..
<b>AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—</b>						
Boys	432	22,533	1,125	95	14,293	5,750
Girls	228	13,034	36	74	8,384	4,091
<b>MAINTAINED BY NATIVE STATES—</b>						
Boys	67	1,103	134	..	653	244
Girls	1	38	..	..	..	3
<b>UNAIDED—</b>						
Boys	1,069	40,824	6,114	291	23,707	7,494
Girls	226	12,876	90	10	4,883	6,892
<b>TOTAL—</b>						
Boys	2,884	102,127	10,214	1,938	61,388	15,319
Girls	495	27,480	157	187	14,152	11,060
<b>GRAND TOTAL</b>		<b>3,879</b>	<b>129,607</b>	<b>10,371</b>	<b>2,125</b>	<b>75,540</b>
						<b>26,379</b>

TABLE VIII.

*or boarding houses for the official year 1913-14.*

OF	EXPENDITURE FROM						Total expendi- ture.	
	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscrip- tions and Endow- ments.	Fees.	Native States Revenues.		
		R	R	R	R	R	R	MANAGED BY GOVERNMENT—
7,815	3,23,148	1,222	1,19,763	7,14,306	131	11,58,570		Boys.
879	98,372	..	53,260	40,919	100	1,92,851		Girls.
								MANAGED BY LOCAL OR MUNICIPAL BOARDS—
893	1,054	94,532	3,784	62,807	..	1,62,177		Boys.
..	..	..	..	..	..	..		Girls.
								AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—
1,270	2,70,383	31,551	4,90,950	7,71,474	2,734	15,67,101		Boys.
509	2,66,843	10,065	4,10,381	6,76,747	..	13,64,036		Girls.
								MAINTAINED BY NATIVE STATES—
72	..	..	5	25,638	18,450	44,102		Boys.
35	..	..	..	..	144	144		Girls.
								UNAIDED—
3,218	1,025	224	7,55,025	10,87,097	..	18,43,371		Boys.
1,001	..	..	4,63,861	2,05,237	..	6,69,098		Girls.
								TOTAL—
13,288	5,95,610	1,27,520	13,69,536	26,61,322	21,324	47,75,321		Boys.
1,924	8,65,215	10,065	9,27,502	9,22,903	244	22,25,929		Girls.
15,192	9,60,825	1,37,594	22,97,038	35,84,226	21,566	70,01,250		GRAND TOTAL.

## Number and qualification of teachers in the several

		(a) IN PRIMARY SCHOOLS.						(b) IN MIDDLE SCHOOLS.						
		Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	
In Schools for Indians.	Teachers of vernacular.	Trained	684	13,549	746	42	8,446	547	416	8,745	812	8	8,029	908
		Untrained	978	19,833	1,647	495	59,990	11,511	170	1,384	254	20	5,725	1,508
		TOTAL	1,662	33,382	2,393	537	68,436	12,058	586	5,129	566	28	8,754	3,411
	Anglo-Vernacular Teachers and Teachers of classical languages.	Trained	1,106	11,925	8,012	6	8,549	572	284	385	189	..	1,303	78
		Untrained	375	14,506	3,228	6	23,762	4,768	343	520	402	44	4,170	1,797
		TOTAL	1,481	26,521	6,240	12	32,311	5,335	627	855	681	44	5,478	1,875
		Possessing a degree	12	..	..	..	17	..	50	41	55	..	283	73
		Possessing no degree	1,469	26,521	6,240	12	32,294	5,335	577	814	626	44	5,240	1,802
		TOTAL	1,481	26,521	6,240	12	32,311	5,335	627	855	681	44	5,478	1,875
		Trained	4	..	..	..	164	1	6	..	..	..	401	8
In Schools for Europeans.	Trained	Untrained	..	..	..	..	225	6	3	..	..	..	851	5
		TOTAL	4	..	..	..	389	7	9	..	..	..	752	13
		Possessing a degree	..	..	..	..	3	..	1	..	..	..	40	..
		Possessing no degree	4	..	..	..	386	7	8	..	..	..	712	13
		TOTAL	6	..	..	..	389	7	9	..	..	..	752	13
	GRAND TOTAL OF ALL TEACHERS		3,147	59,908	8,433	549	101,136	17,400	1,223	5,984	1,247	72	34,979	4,200

TABLE IX.

provinces of British India for 1913-14.

(c) IN HIGH SCHOOLS.						(d) IN COLLEGES.						Trained.	Untrained.	Teachers of vernacular.	In Schools for Indians.
Govt.	Board.	Municipal.	Native States.	Aided.	Unaided.	Govt.	Board.	Municipal.	Native States.	Aided.	Unaided.	Total.			
973	24	31	..	802	361	..	..	..	..	1	..	34,006	Trained.	Teachers of vernacular.	In Schools for Indians.
311	19	25	..	847	820	1	..	..	..	..	..	105,483	Untrained.		
588	46	56	..	1,040	1,171	1	..	..	..	1	..	139,446	TOTAL.		
1,177	181	210	..	2,829	178	110	2	16	..	241	16	32,328	Trained.	Anglo - Vernacular Teachers and Teachers of classical languages.	In Schools for Indians.
1,950	118	289	12	6,427	6,369	838	1	12	..	666	286	68,550	Untrained.		
8,137	294	508	12	9,256	4,547	448	3	28	..	907	302	100,887	TOTAL.		
1,052	61	141	6	2,470	1,115	409	2	21	..	750	274	6,762	Possessing a degree.	In Schools for Europeans.	In Schools for Europeans.
2,075	233	367	6	6,796	3,432	39	1	7	..	177	38	94,125	Possessing no degree.		
8,127	294	508	12	9,256	4,547	44	3	28	..	907	302	100,887	TOTAL.		
50	..	..	..	483	38	..	..	..	..	3	6	1,158	Trained.	In Schools for Europeans.	In Schools for Europeans.
32	..	..	..	396	30	..	..	..	..	2	3	1,053	Untrained.		
82	..	..	..	870	63	..	..	..	..	5	8	8,211	TOTAL.		
9	..	..	..	189	8	..	..	..	..	4	4	208	Possessing a degree.	In Schools for Europeans.	In Schools for Europeans.
73	..	..	..	740	55	..	..	..	..	1	4	2,003	Possessing no degree.		
82	..	..	..	870	63	..	..	..	..	5	8	8,211	TOTAL.		
3,793	837	504	12	11,794	5,781	440	3	35	..	913	310	242,844	GRAND TOTAL OF ALL TEACHERS.		



## LIST OF ILLUSTRATIONS.

### COLLEGES.

St. John's College, Agra, United Provinces.  
Islamia College, Peshawar, North-West Frontier Province.  
Law College, Allahabad, United Provinces.  
Vista of Cotton College Hindu Hostels, Gauhati, Assam.  
New Moslem Hostel, Cotton College, Gauhati, Assam.  
St. Paul's Cathedral Mission College Hostel, Calcutta.  
St. Paul's Cathedral Mission College, Calcutta.

### SECONDARY SCHOOLS.

Northcote High School, Sholapur, Bombay Presidency.  
New Collegiate (High) School, Reid Christian College, Lucknow, United Provinces.  
Government Anglo-Vernacular School, Kyaiklat, Burma.  
Shikarpur Academy, Bombay Presidency.  
Govardhan Das Sundar Das High School, Jalgaon, East Khandesh, Bombay Presidency.  
E. W. M. Boys' High School, Mandalay, Burma.  
All Saints' S. P. G. Anglo-Vernacular School, Shwebo, Burma.  
Hostel of the Sardars' High School, Belgaum, Bombay Presidency.  
Madhava Lal Ranchhod Lal Hostel, Ahmedabad, Bombay Presidency.  
Government High School Hostel, Letpadan, Burma.  
Hostel of A. B. M. Sgaw Karen High School, Bassein, Burma.  
Government Anglo-Vernacular Middle School, Yandoon, Burma.  
Government Anglo-Vernacular Middle School, Drug, Central Provinces.

### PRIMARY SCHOOLS.

Government Anglo-Vernacular Primary School, Pegu, Burma.  
Corporation Elementary School, Thousand Lights, Madras.  
Local Board Primary School, Amnapur, Bombay Presidency.  
Local Board School, Prakasha, West Khandesh, Bombay Presidency.  
Dagarpura Upper Primary School, Cuttack, Bihar and Orissa.  
Government Primary School, Sonwarpet, Coorg.  
Municipal Elementary School for Hindus, Blackpully, Bangalore, Mysore.  
Municipal Elementary School for Panchamas, Ookadpalyam, Bangalore, Mysore.  
Sarat Kali Mohan Practising School, Silchar, Assam.  
Temporary Girls' School at Delhi.

### TRAINING INSTITUTIONS.

S. P. G. Training School, Nandyal, Madras Presidency.  
Class Rooms, Training College for Men, Dharwar, Bombay Presidency.  
Normal School, Lyallpur, Punjab.  
Normal School for Men, Nagpur, Central Provinces.  
Patna *Mianji*-training School, Bihar and Orissa.  
Hostel attached to the Patna *Mianji*-training School, Bihar and Orissa.  
Jagatsinghpur *Guru*-training School, Cuttack, Bihar and Orissa.

### SPECIAL AND TECHNICAL SCHOOLS.

Government School of Commerce, Calicut, Madras Presidency.  
Dacca School of Engineering Hostel, Bengal.  
New Workshops, Mayo School of Art, Lahore.  
New Workshop, Ranchi Industrial School, Bihar and Orissa.

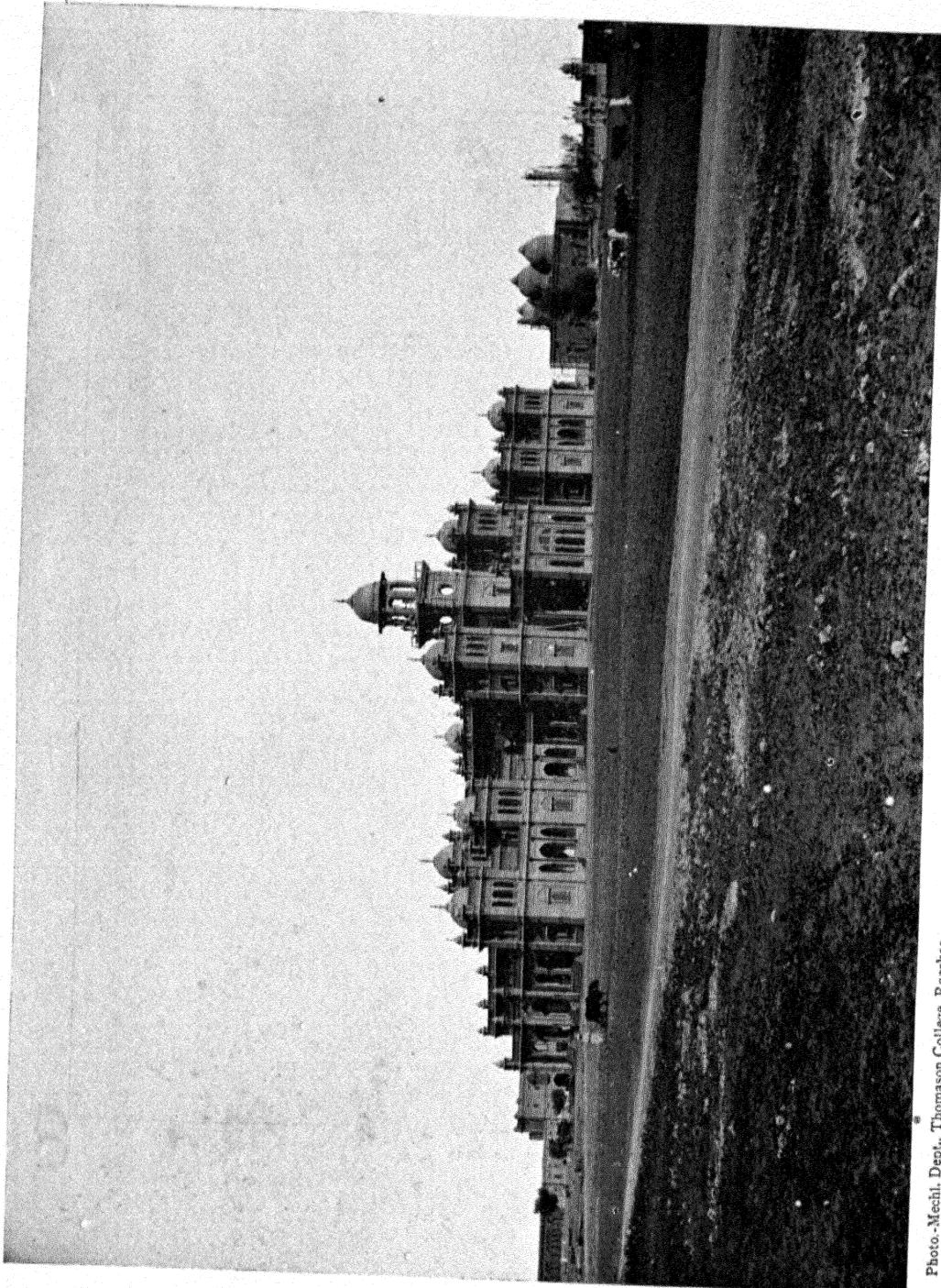
### EUROPEAN SCHOOLS.

Boys' Orphanage, Lahore.  
A. B. M. European School, Rangoon.  
St. John's Church of England School, Toungoo, Burma.  
St. Teresa's, Kidderpore, Bengal.



Photo.-Mechl. Dept., Thomason College, Roorkee.

**ST. JOHN'S COLLEGE, AGRA.**



ISLAMIA COLLEGE, PESHAWAR.

Photo.-Mechl. Dept., Thomason College, Roorkee.

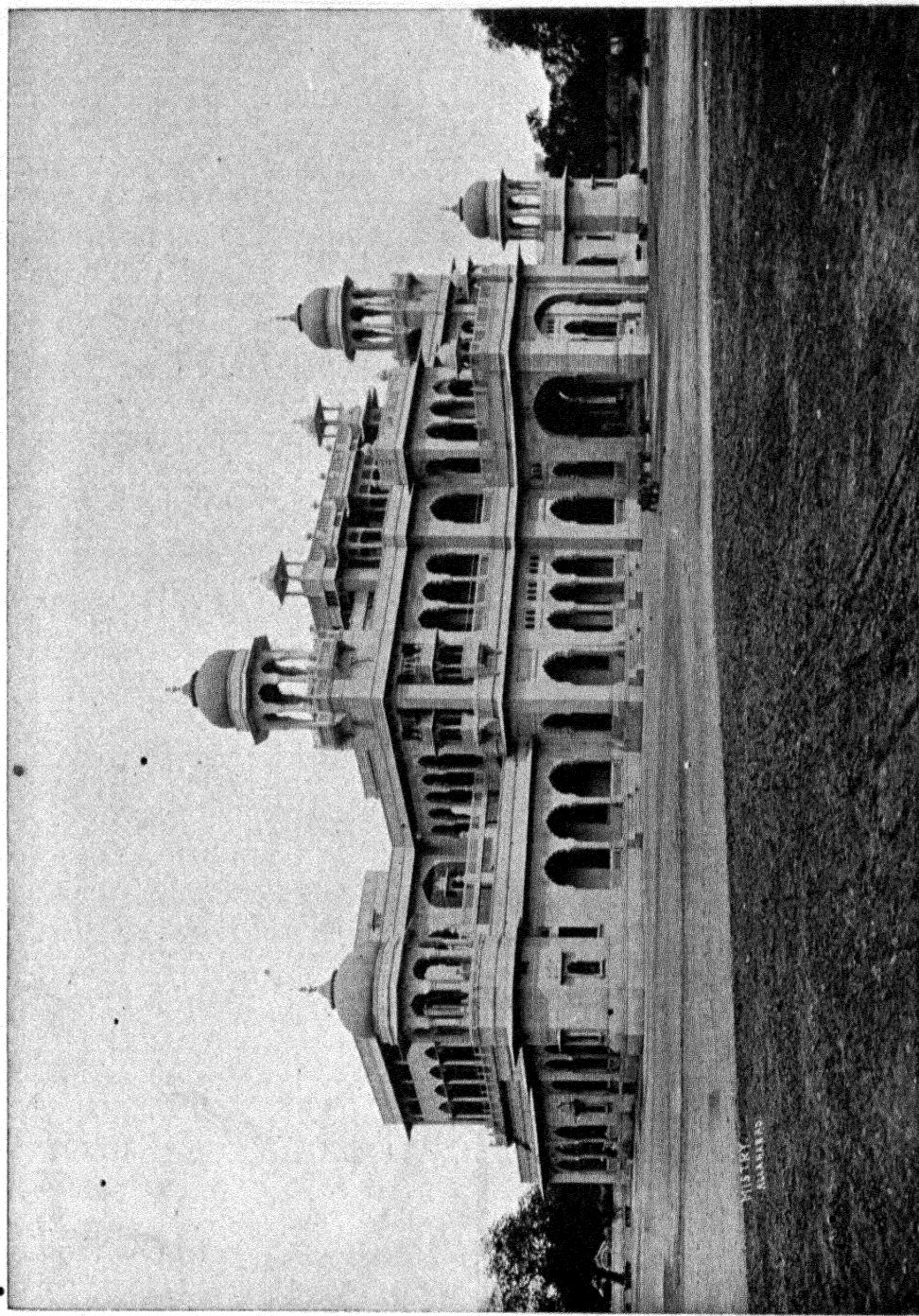


Photo.-Mech. Dept., Thomason College, Roorkee.

LAW COLLEGE, ALLAHABAD.

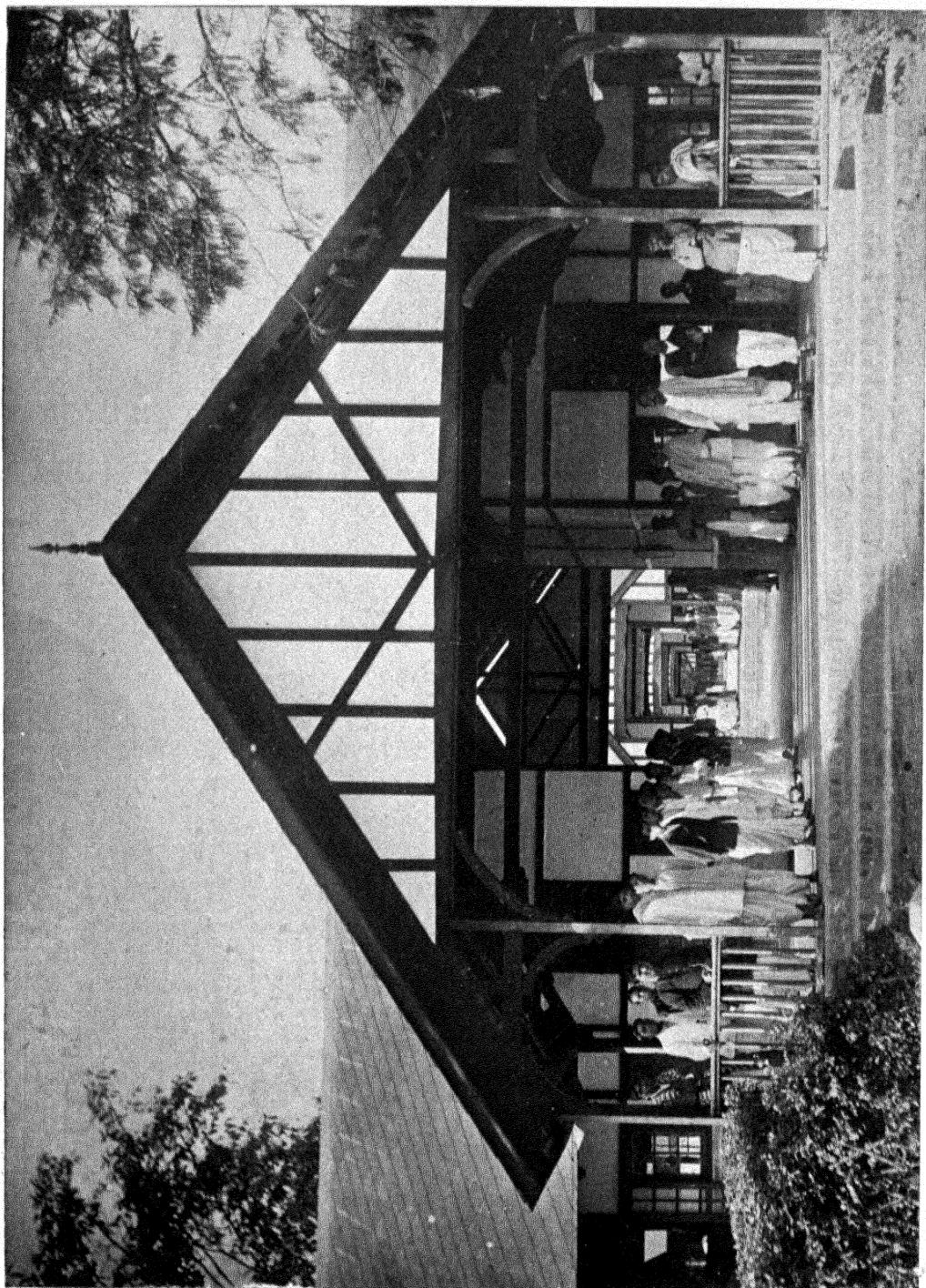


Photo-Mech. Dept., Thomson College, Rourkela.

VISTA OF COTTON COLLEGE HINDU HOSTELS, GAUHATI.

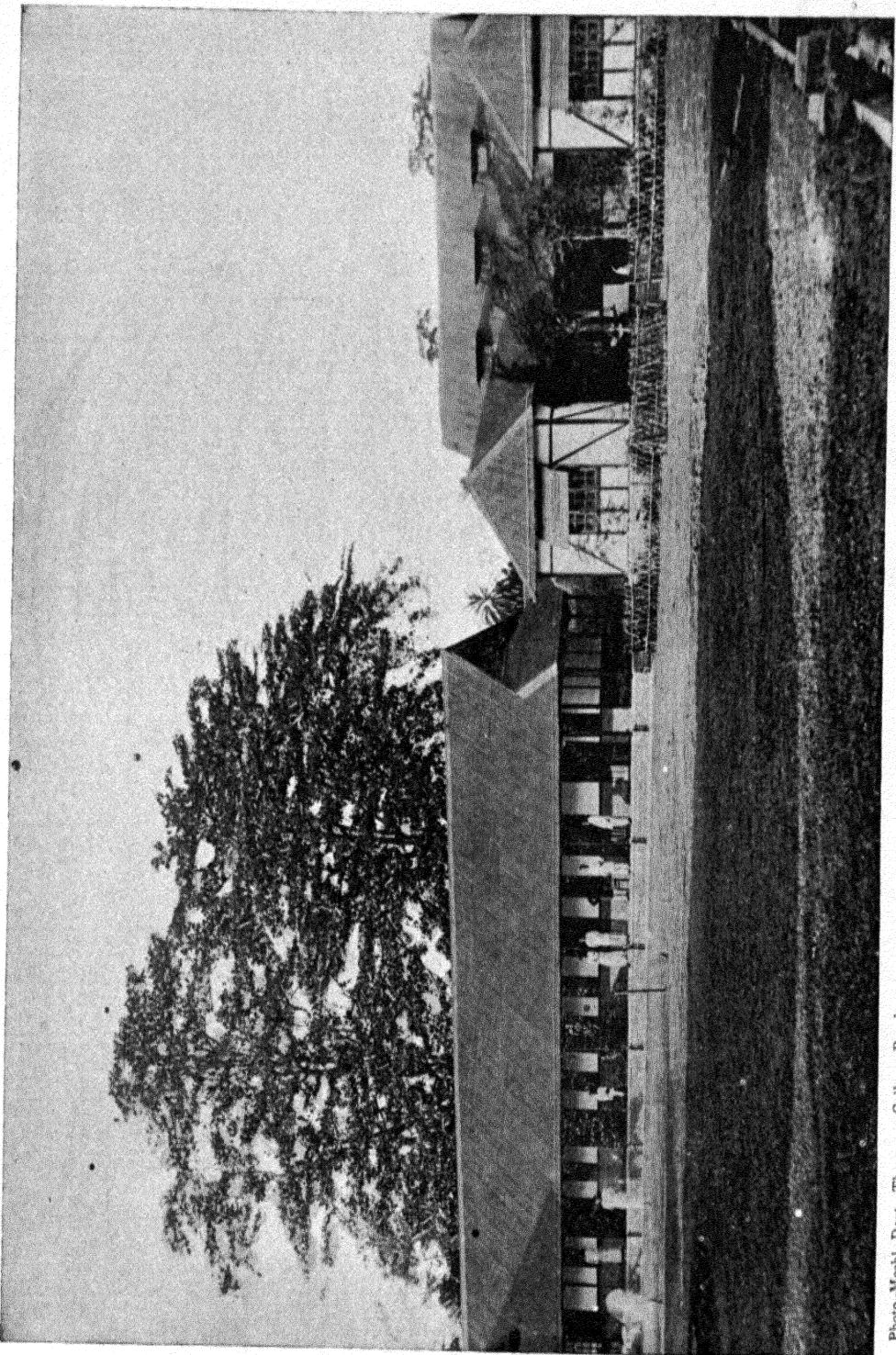
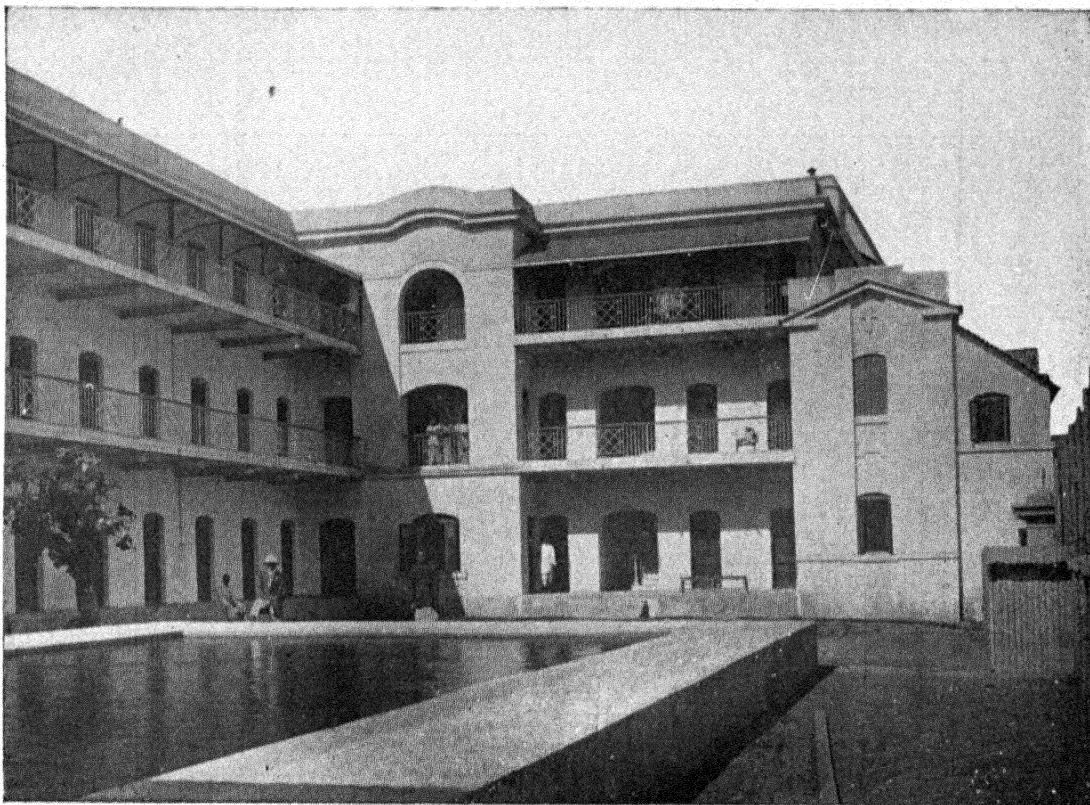


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NEW MOSLEM HOSTEL, COTTON COLLEGE, GAUHATI.



ST. PAUL'S CATHEDRAL MISSION COLLEGE, HOSTEL.

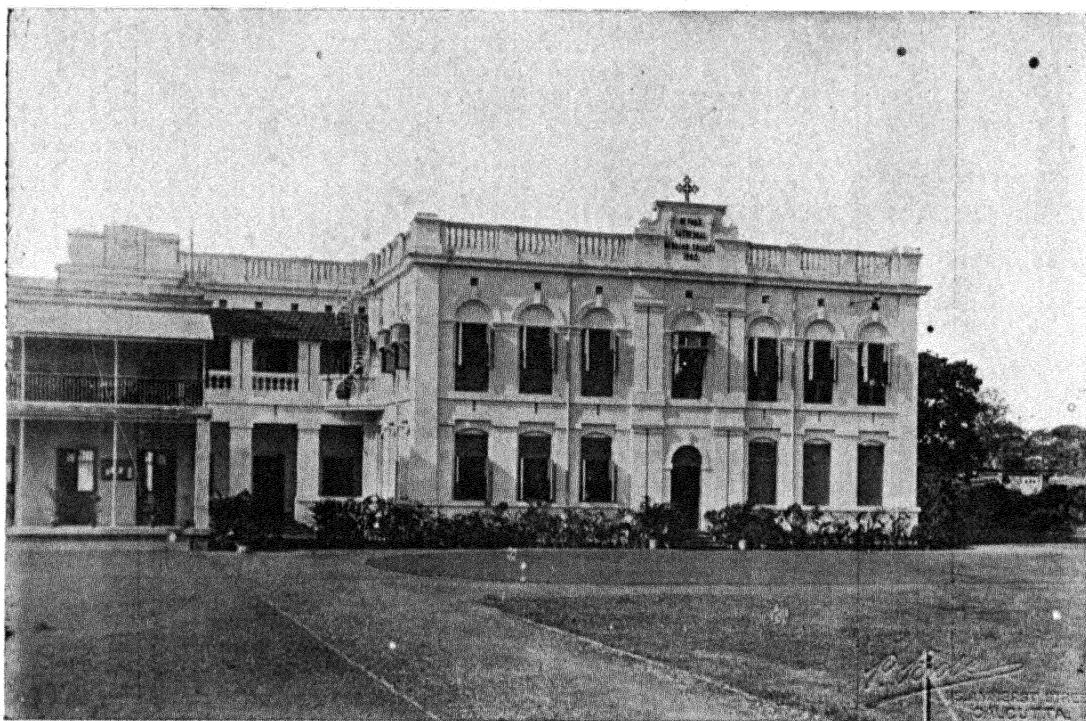
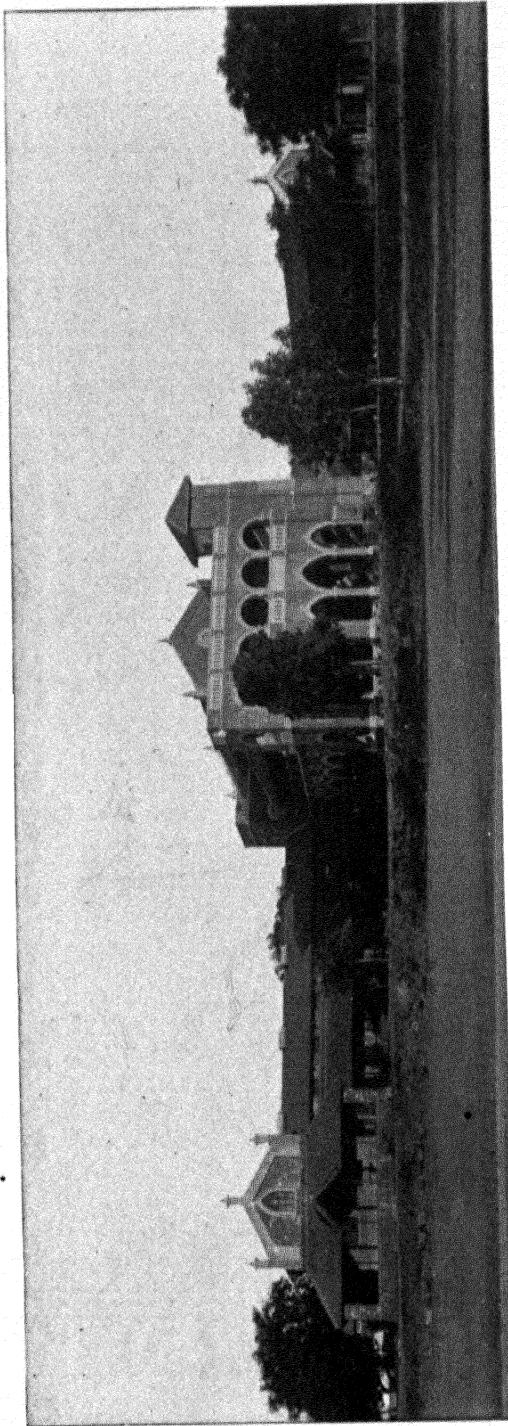


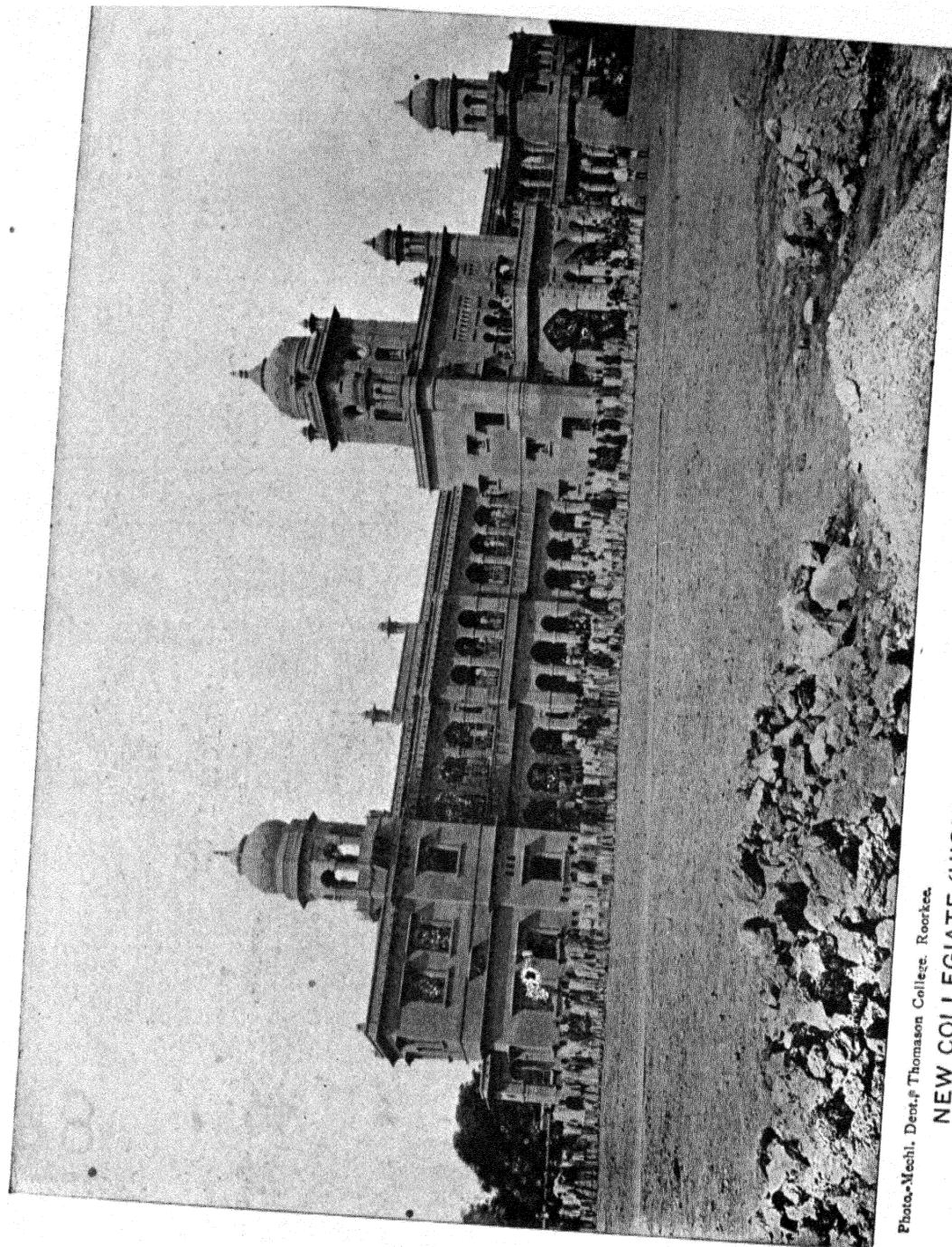
Photo.-Mechl. Dept., Thomason College, Roorkee.

ST. PAUL'S CATHEDRAL MISSION COLLEGE, CALCUTTA.



NORTHCOTE HIGH SCHOOL, SHOLAPUR.

Photo-Mechi. Dept., Thomason College, Roerkee.



Photo, M. Chh. Deut. & Thomason College, Roorkee.

NEW COLLEGIATE (HIGH) SCHOOL, REID CHRISTIAN COLLEGE, LUCKNOW. •

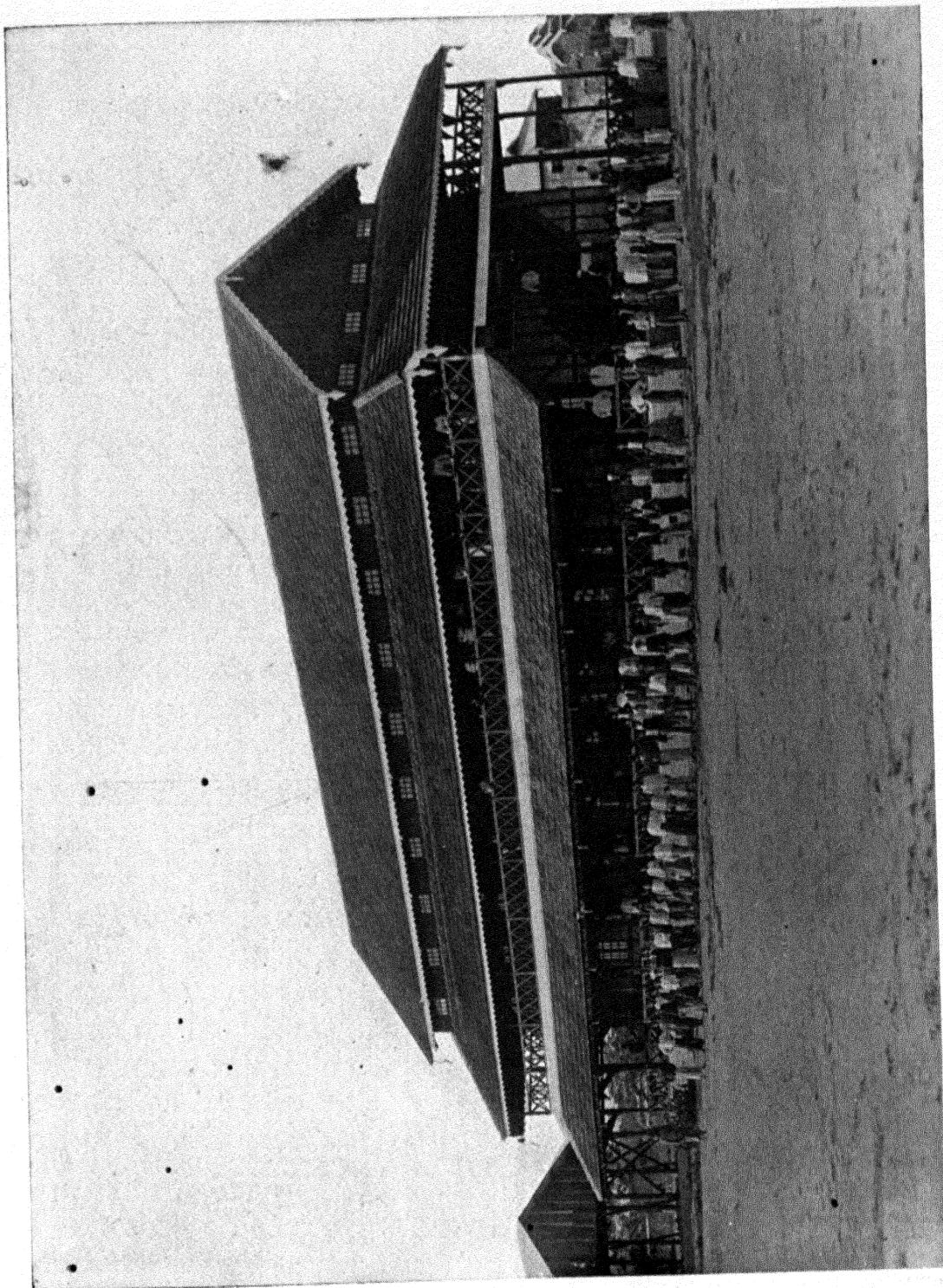


Photo.-Mech. Dept.,<sup>1</sup> Thomson College, Rangoon.

GOVERNMENT ANGLO-VERNACULAR SCHOOL, KYAIKLAT.



SHIKARPUR ACADEMY.

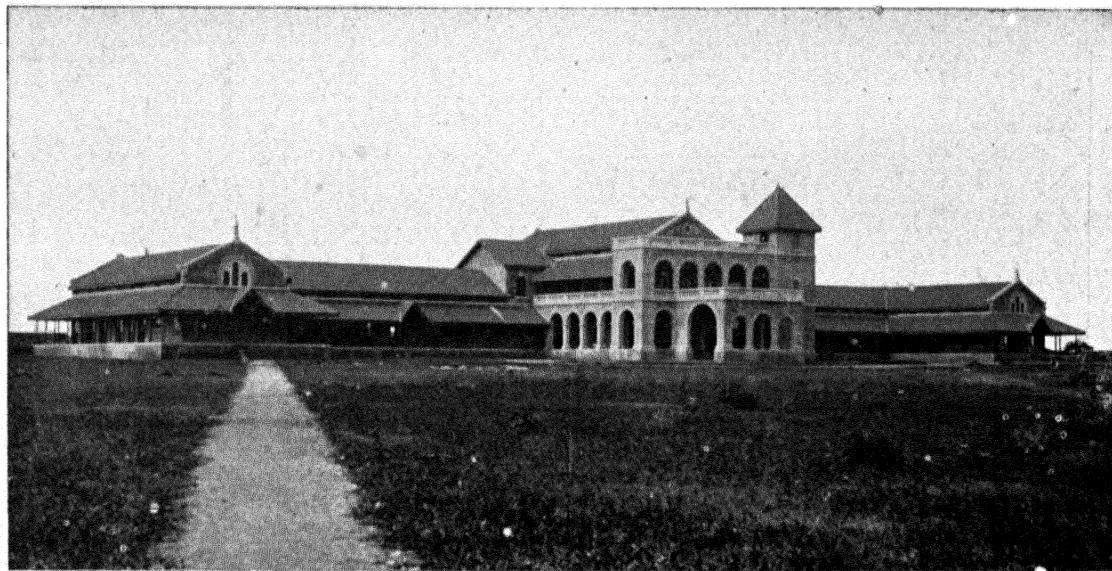
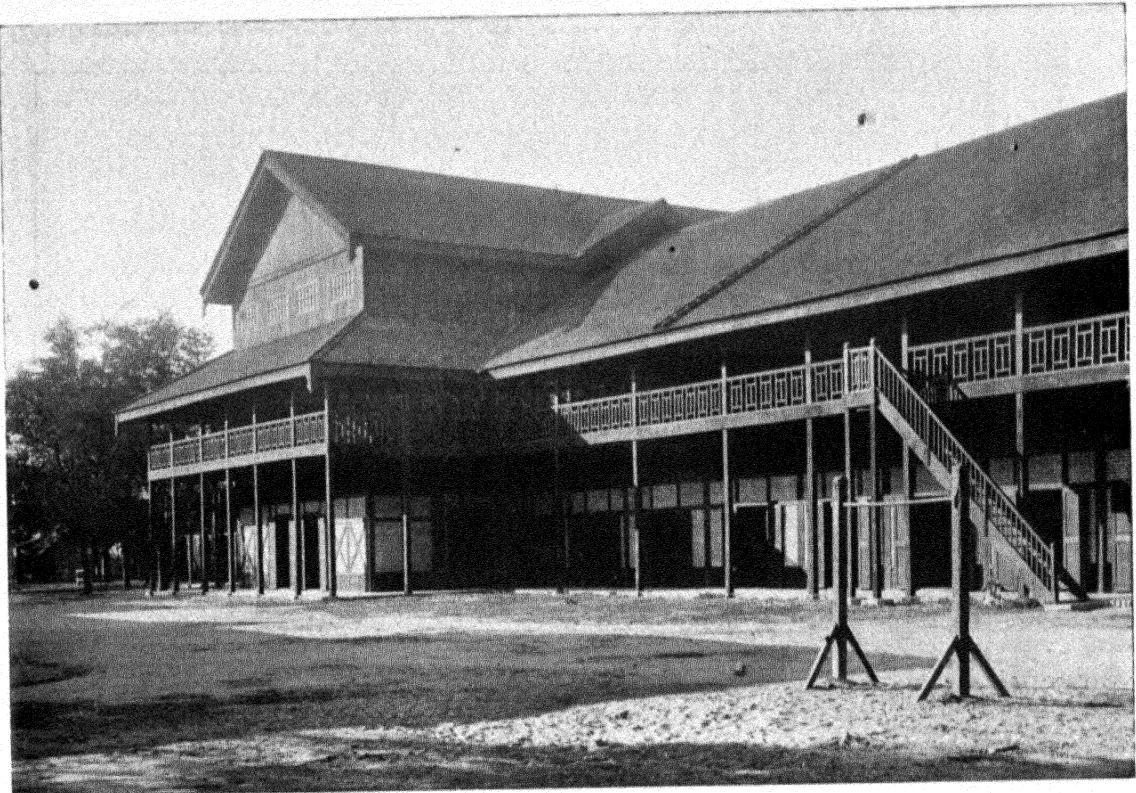


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GOVARDHAN DAS SUNDAR DAS HIGH SCHOOL, JALGAON, EAST KHANDESH.



E.W.M. BOYS' HIGH SCHOOL, MANDALAY.

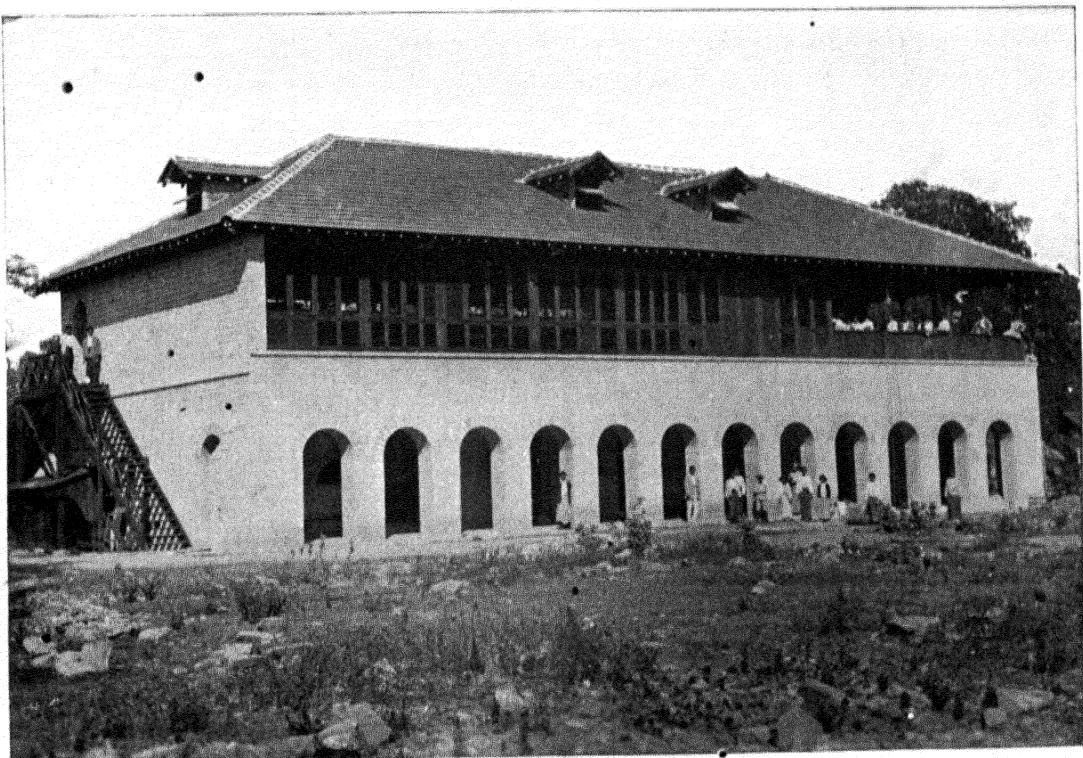


Photo.-Mechl. Dep., Thomason College, Roorkee

ALL SAINTS' S. P. G. ANGLO-VERNACULAR SCHOOL, SHWEBO.



HOSTEL OF THE SARDARS' HIGH SCHOOL, BELGAUM.

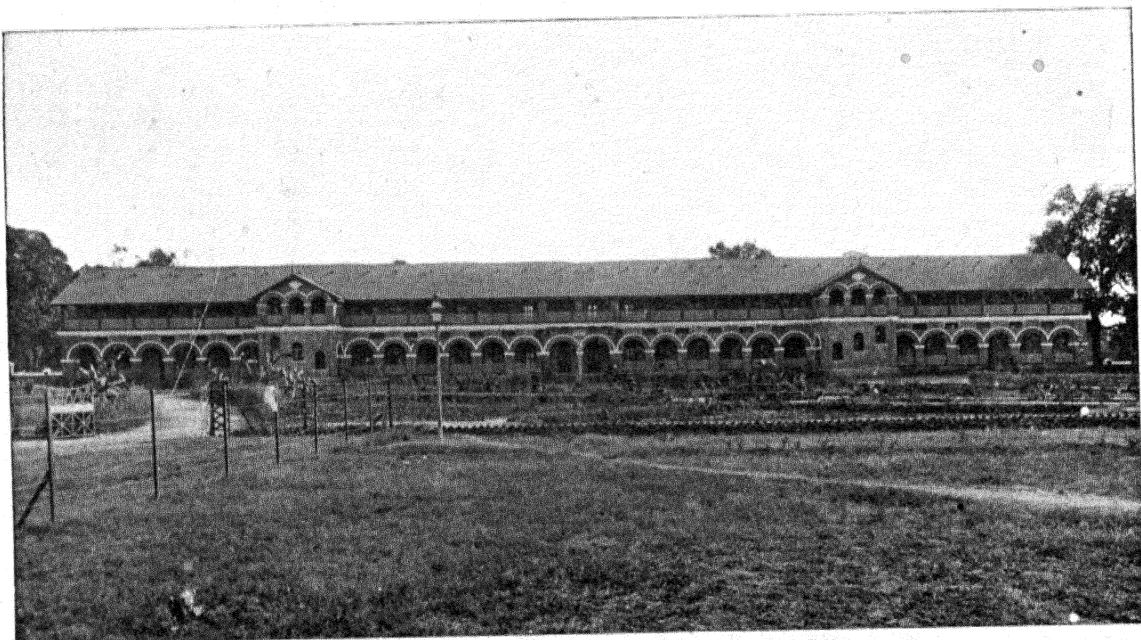
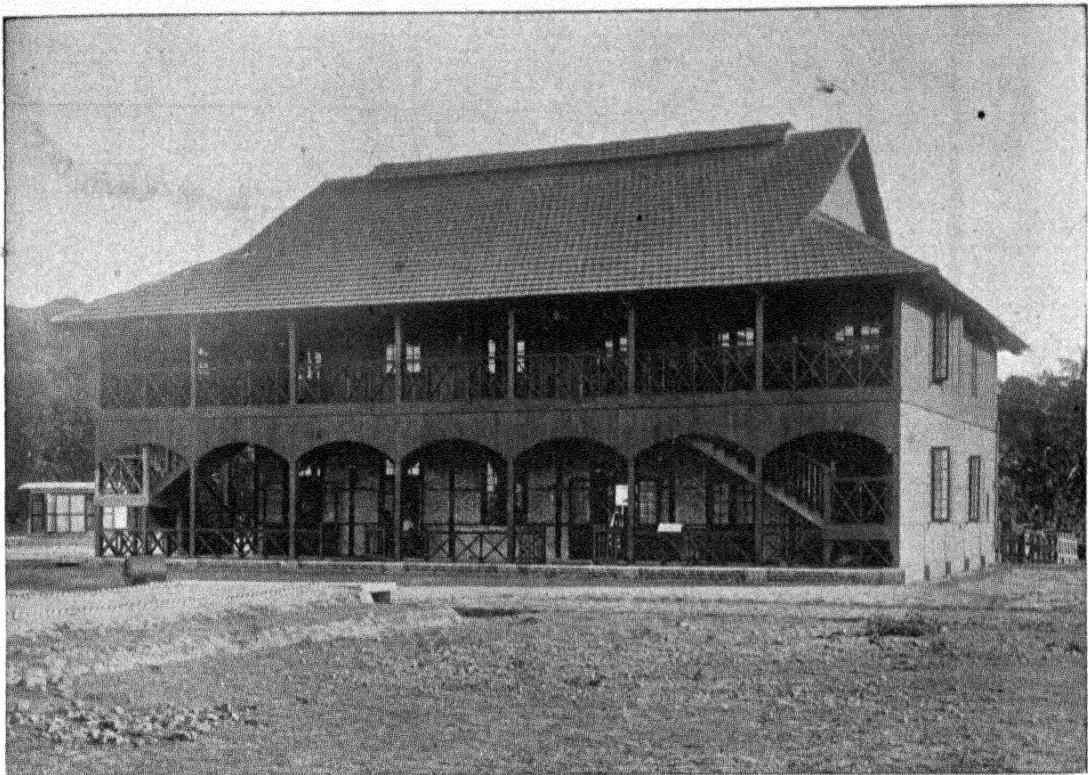


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MAHDAVA LAL RANCHHOD LAL HOSTEL, AHMEDABAD.



GOVERNMENT HIGH SCHOOL HOSTEL, LETPADAN.

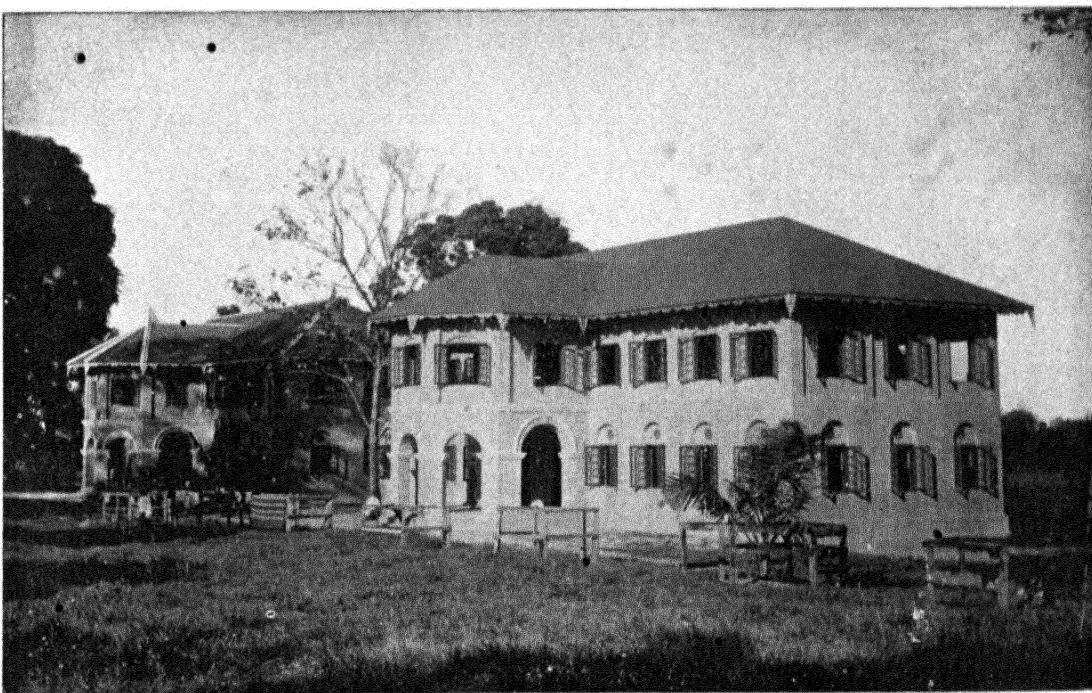


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HOSTEL OF A. B. M. SGAW KAREN HIGH SCHOOL, BASSEIN.



GOVERNMENT ANGLO-VERNACULAR MIDDLE SCHOOL, YANDOON.

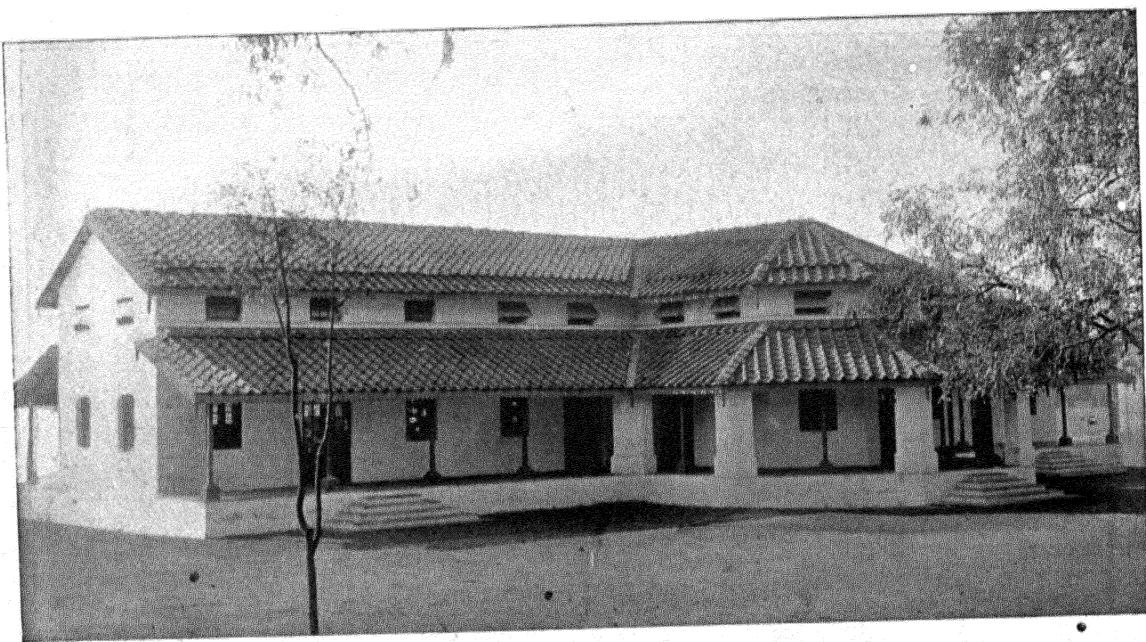


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GOVERNMENT ANGLO-VERNACULAR MIDDLE SCHOOL, DRUG.



GOVERNMENT ANGLO-VERNACULAR PRIMARY SCHOOL, PEGU.

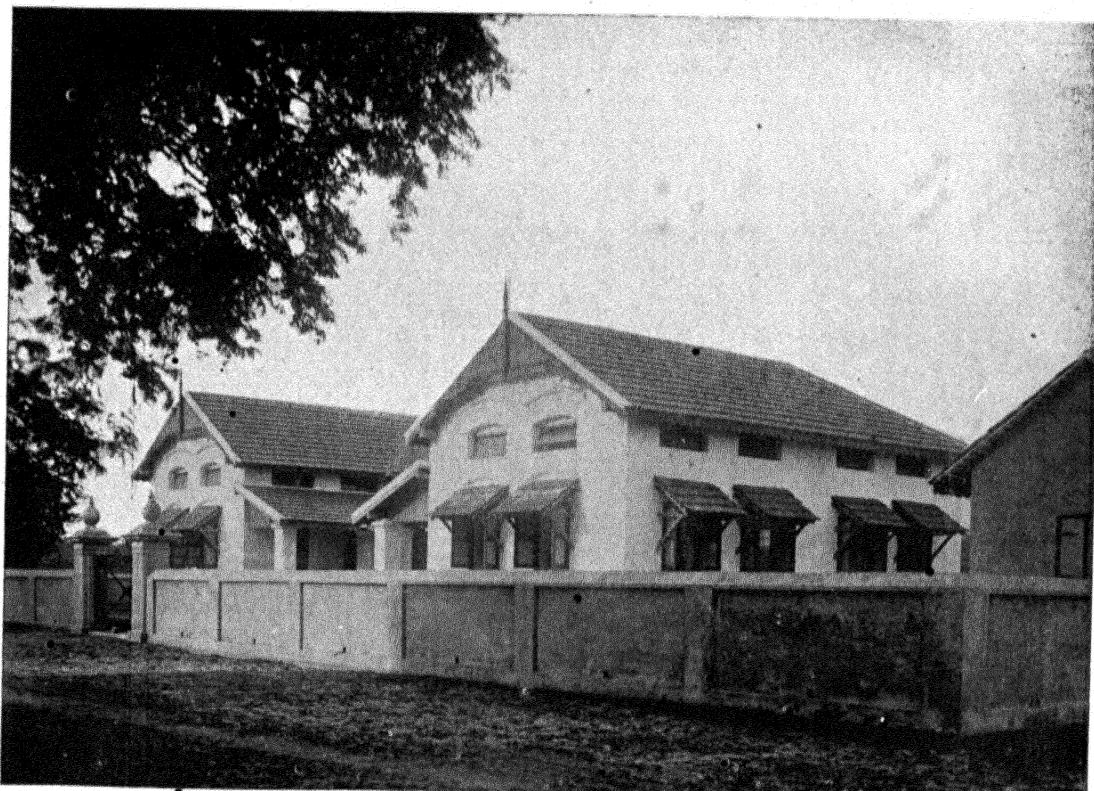
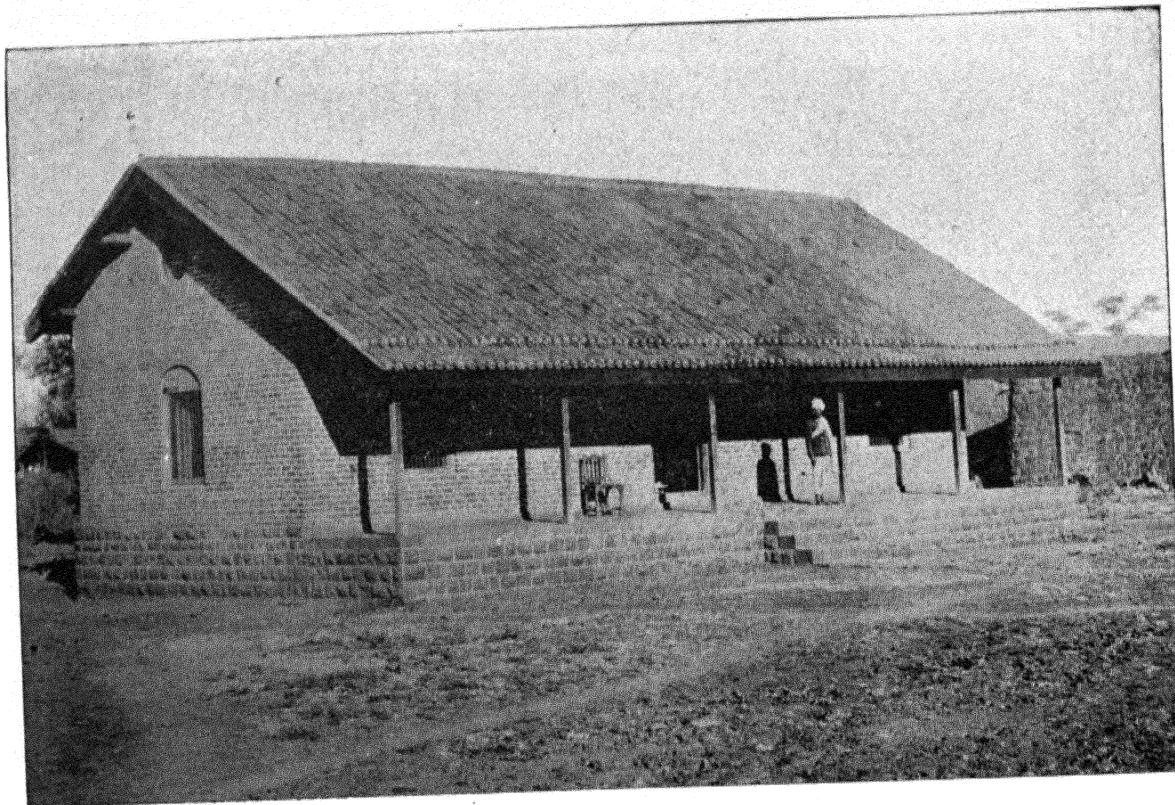


Photo-Mechl. Dept., Thomason College, Roorkee.

CORPORATION ELEMENTARY SCHOOL, THOUSAND LIGHTS, MADRAS.



LOCAL BOARD PRIMARY SCHOOL, BUILDING AT AMNAPUR.



Photo.-Mechl. Dept., Thomason College, Pooree.

LOCAL BOARD SCHOOL, PRAKASHA, WEST KHANDESH.



DAGARPARA UPPER PRIMARY SCHOOL, CUTTACK.

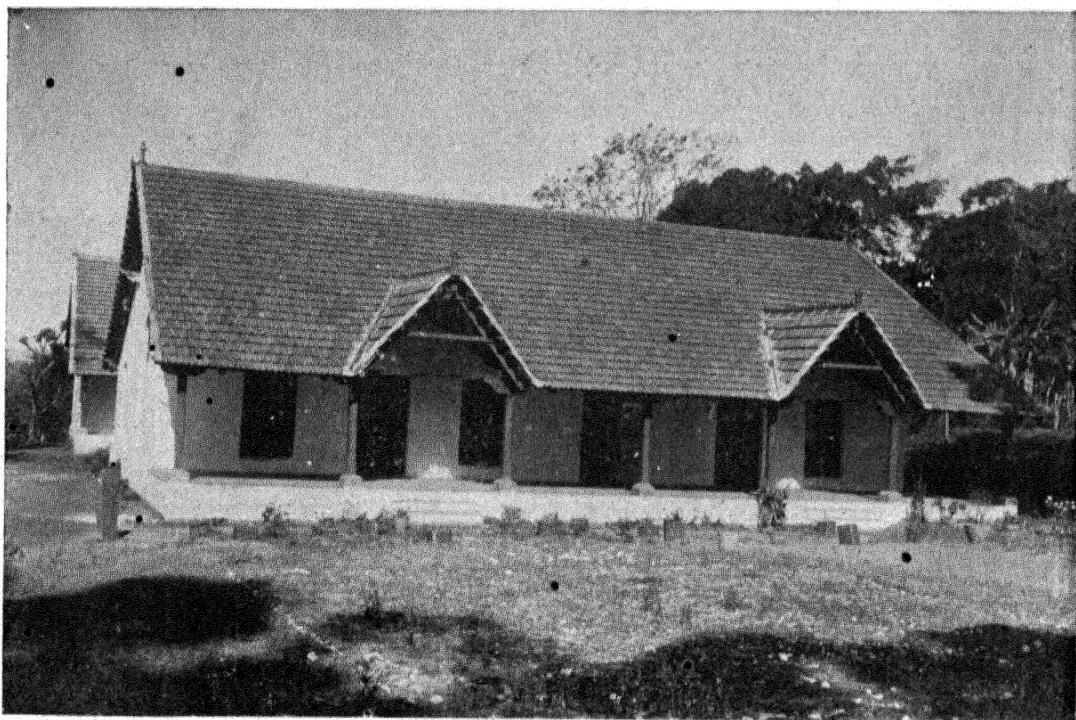
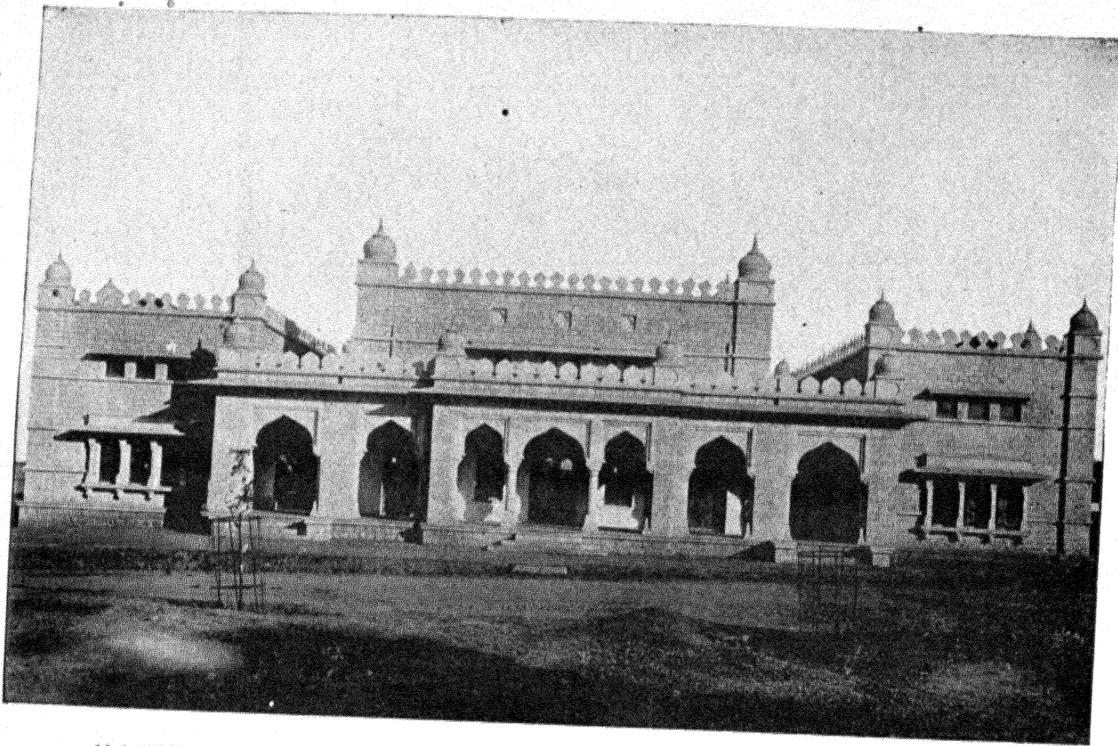


Photo.-Mechl. Dept., Thomason College, Roorkee.

GOVERNMENT PRIMARY SCHOOL, SONWARPET, COORG.



MUNICIPAL ELEMENTARY SCHOOL FOR HINDUS, BLACKPULLY, BANGALORE.

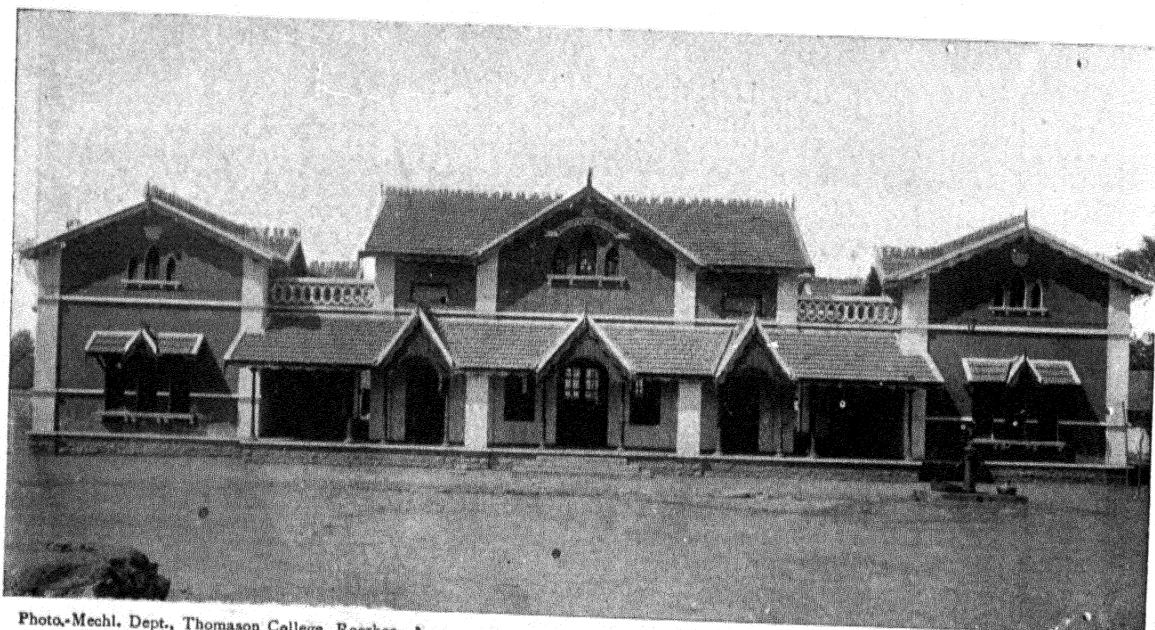
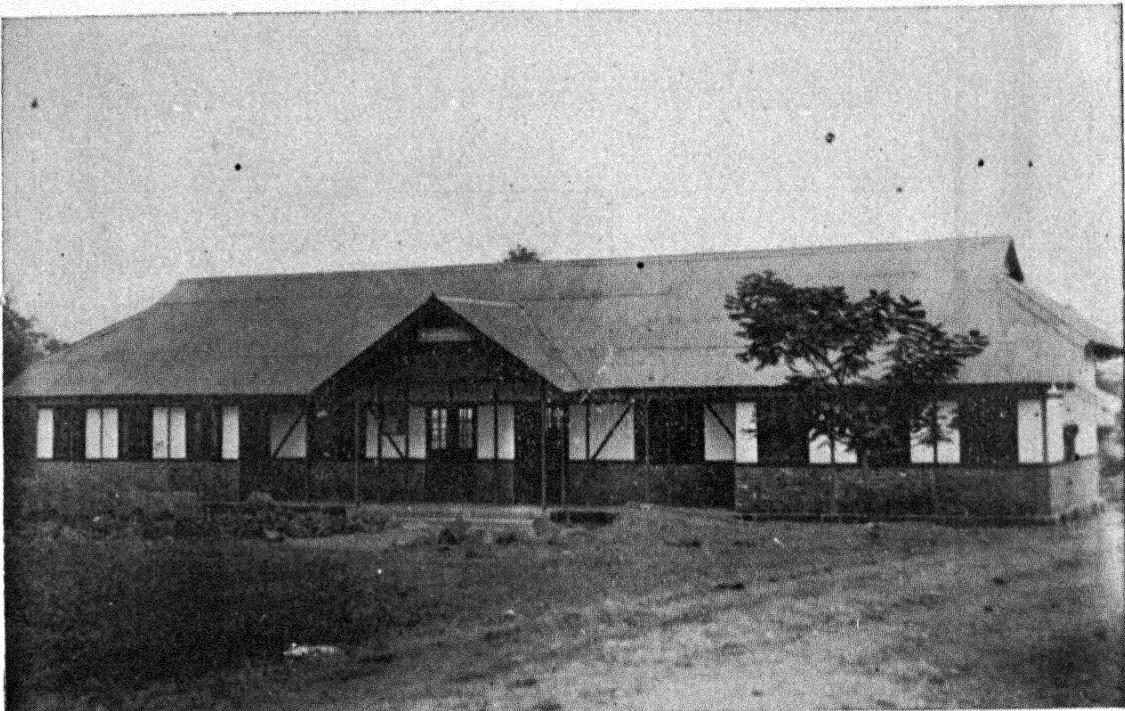


Photo.-Mechl. Dept., Thomason College, Roorkee.

MUNICIPAL ELEMENTARY SCHOOL FOR PANCHAMAS, OOKADPALLYAM, BANGALORE.



SARAT KALI MOHAN PRACTISING SCHOOL, SILCHAR.

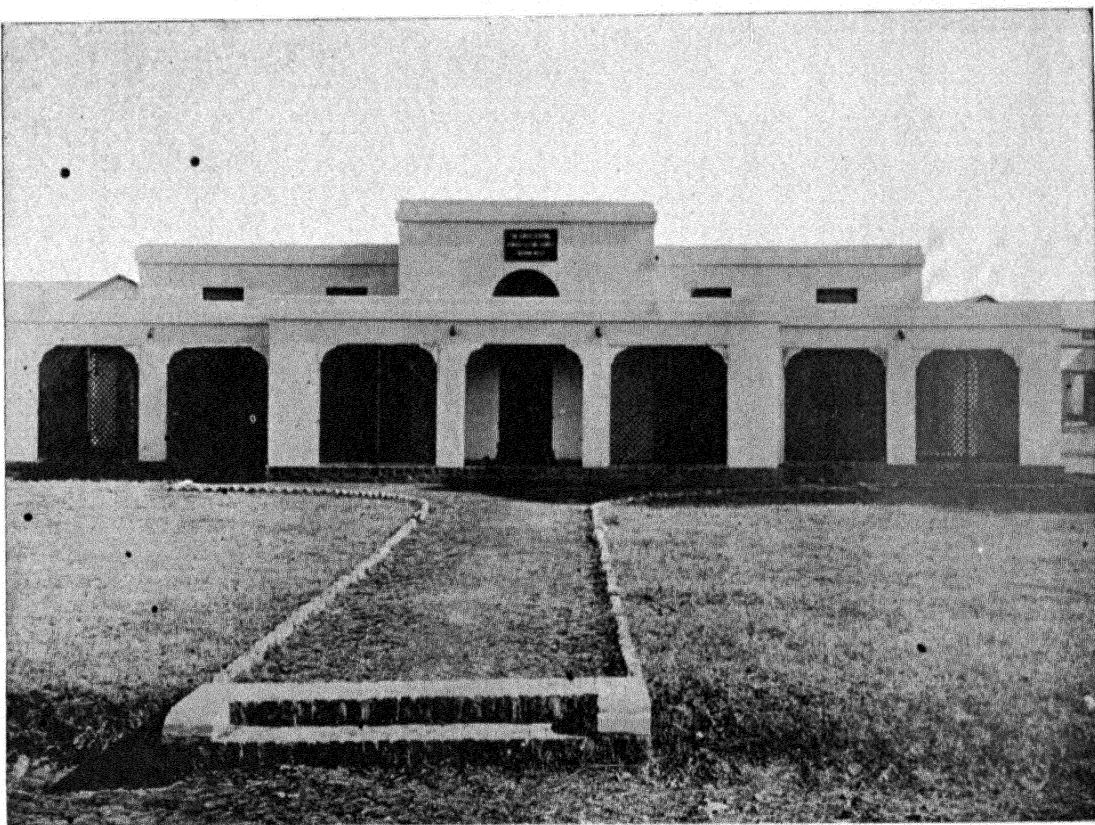
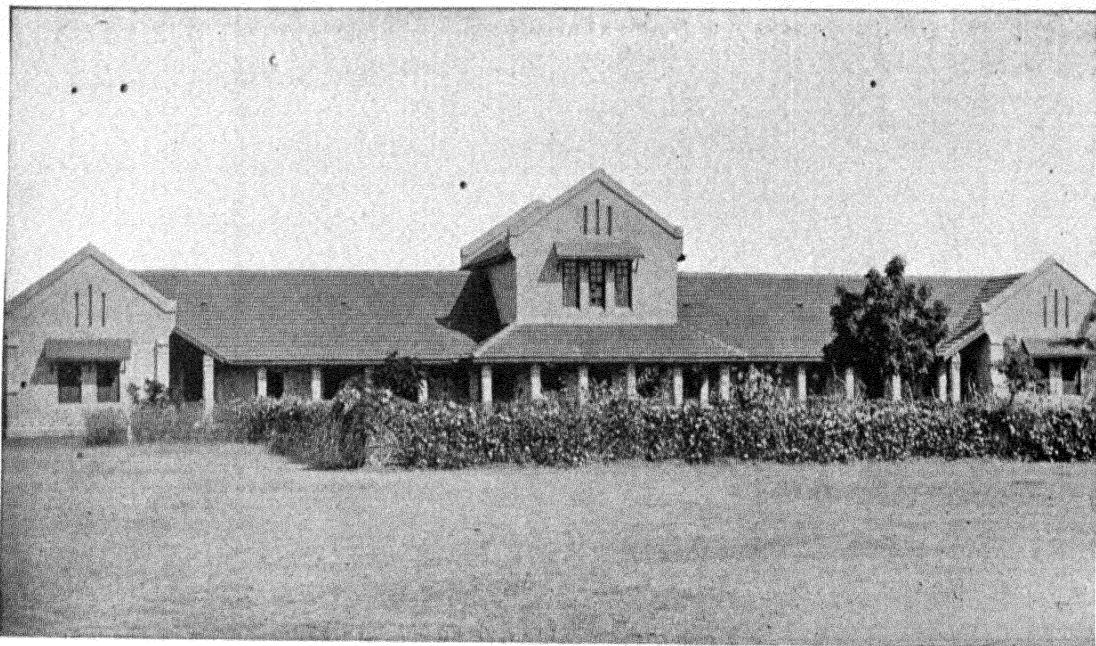


Photo.-Mechl. Dept., Thomason College, Roorkee.

TEMPORARY GIRLS' SCHOOL AT DELHI.



S. P. G. TRAINING SCHOOL, NANDYAL, MADRAS.

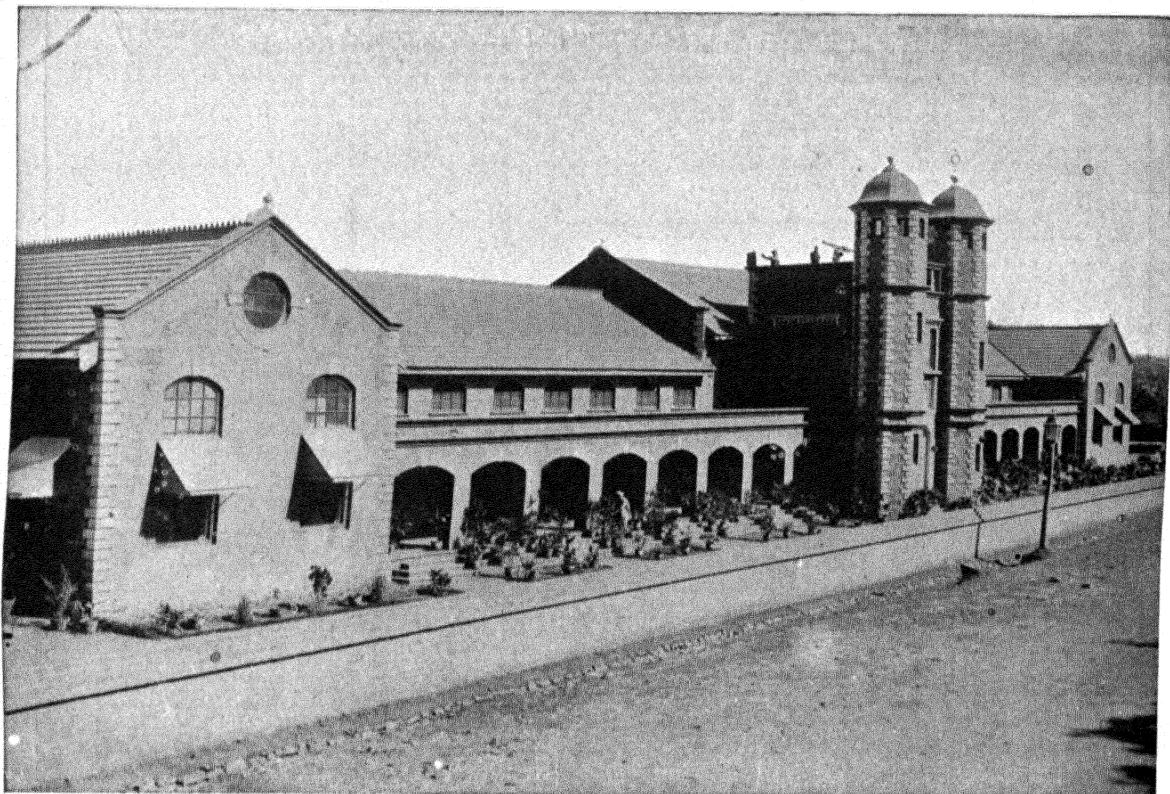
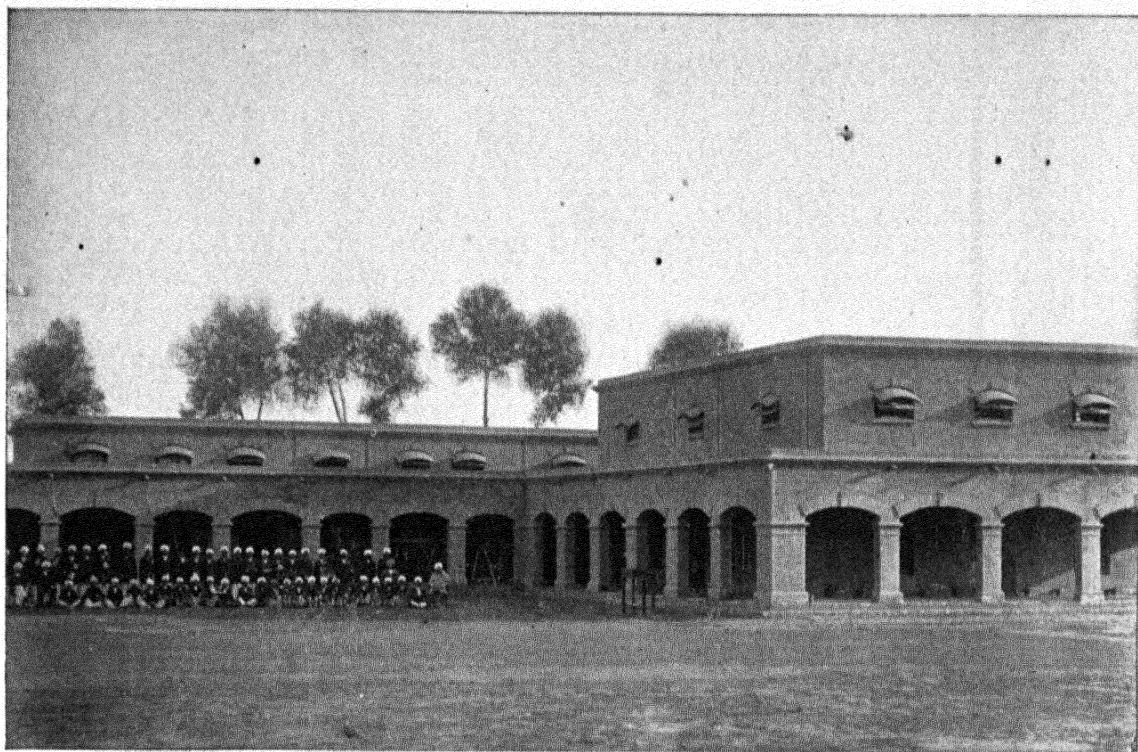


Photo.-Mechl. Dept., Thomason College, Roorkee.

CLASS ROOMS, TRAINING COLLEGE FOR MEN, DHARWAR.



NORMAL SCHOOL, LYALLPUR.

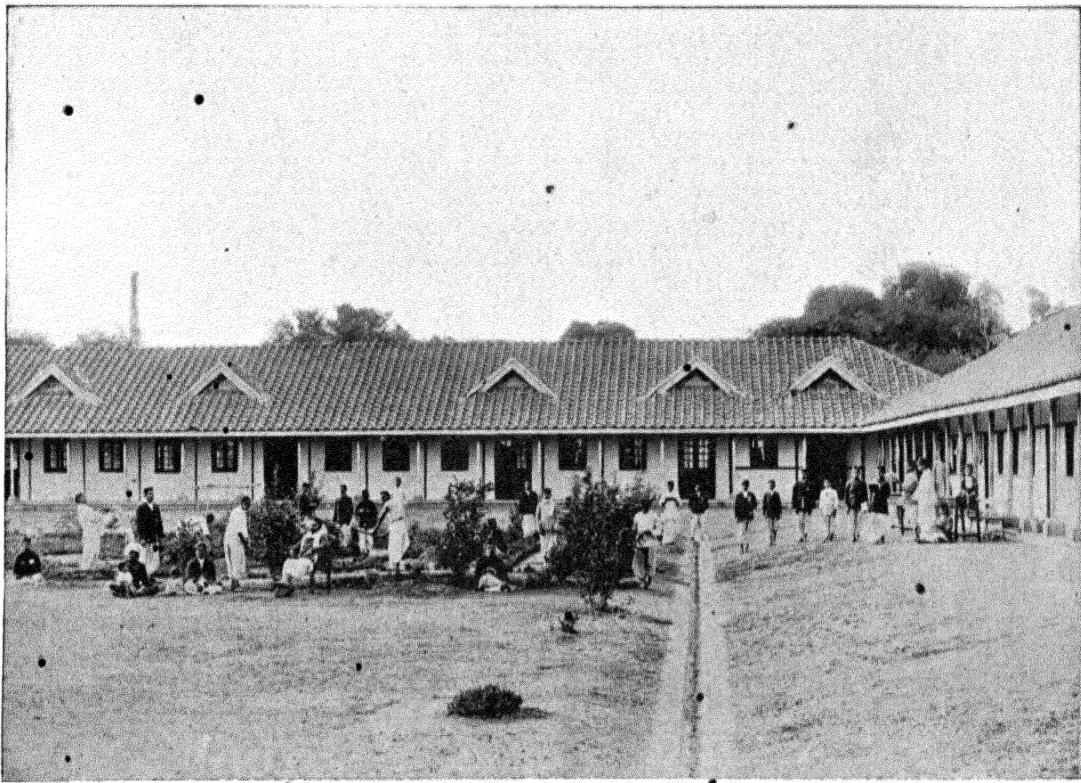
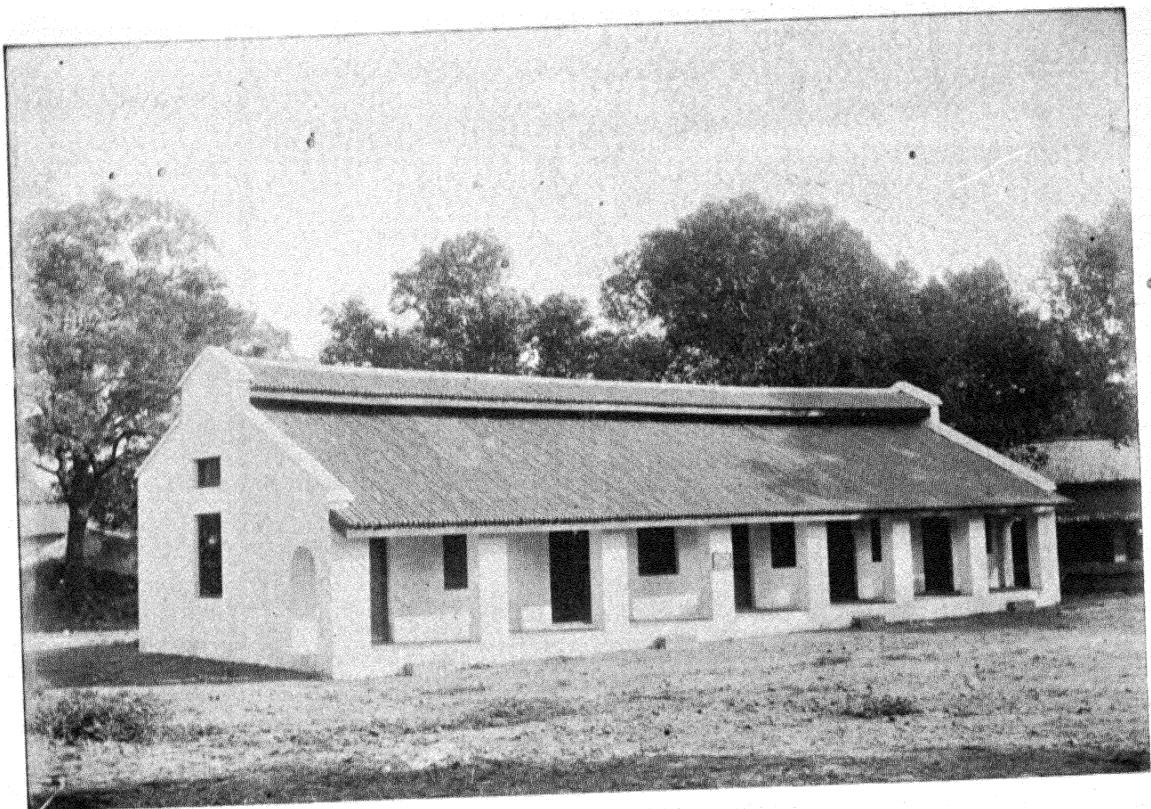


Photo.-Mechl. Dept. Thomason College, Roorkee.

NORMAL SCHOOL FOR MEN, NAGPUR.



PATNA MIANJI-TRAINING SCHOOL.



Photo.-Mechl. Dept., Thomason College, Roorkee.

HOSTEL ATTACHED TO THE PATNA MIANJI-TRAINING SCHOOL.

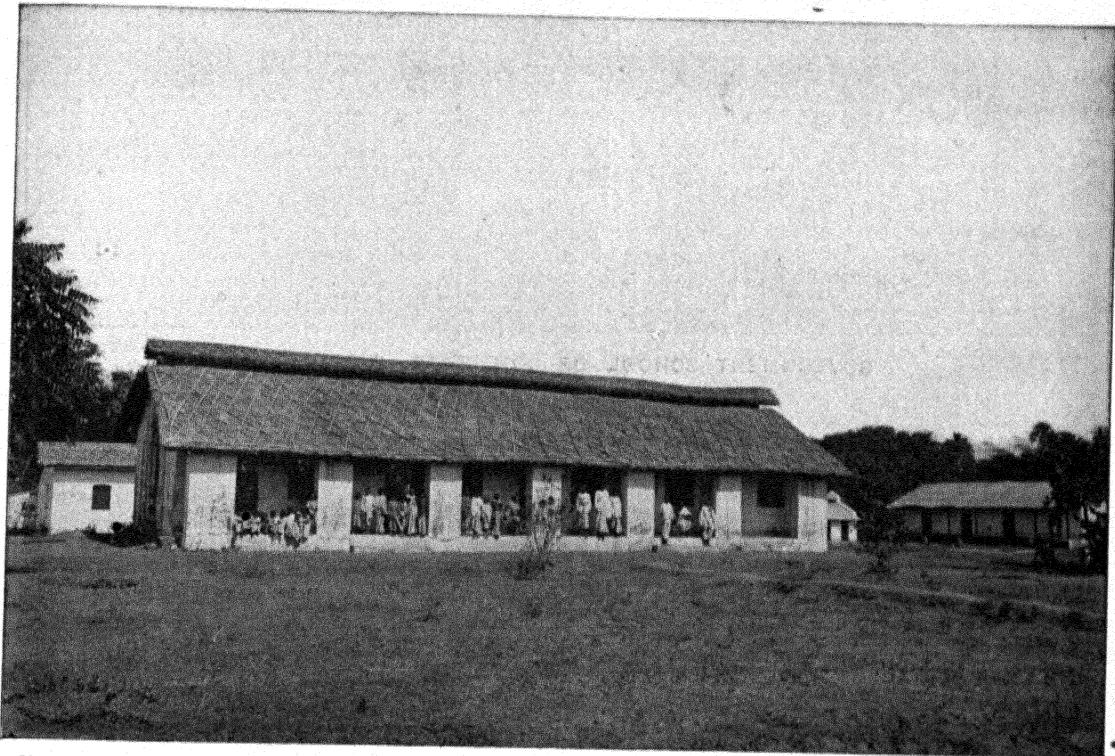
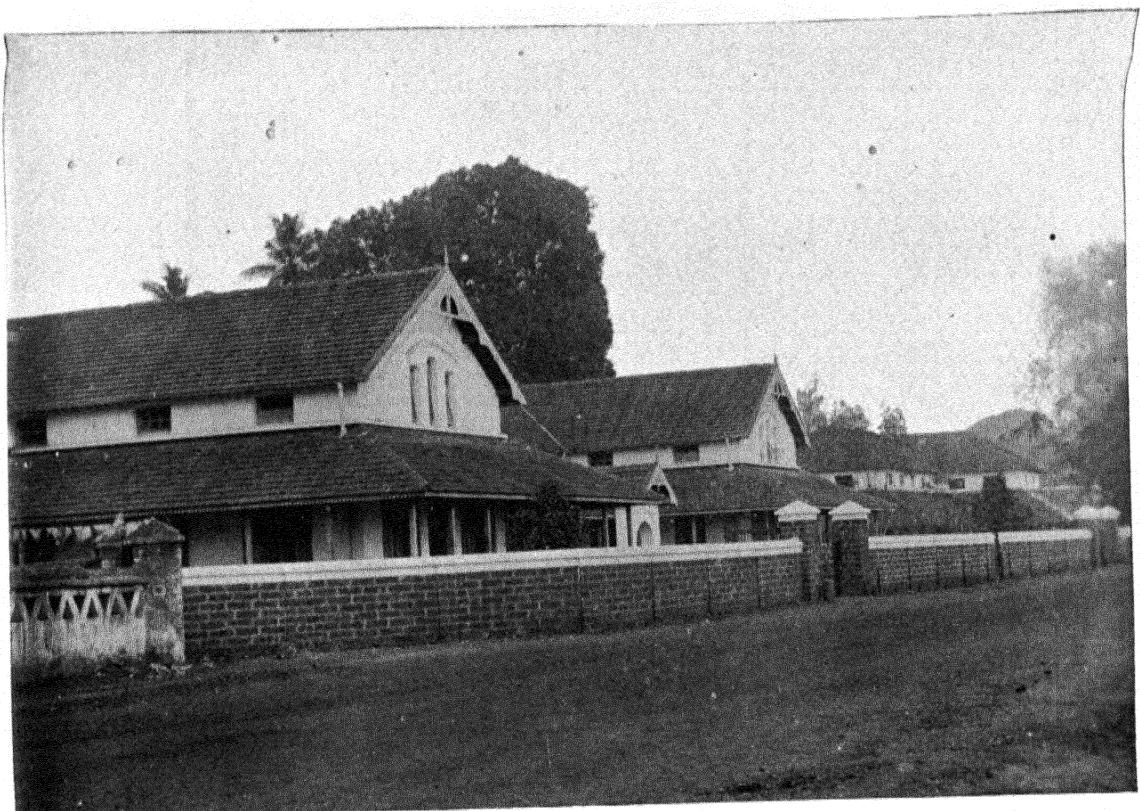


Photo.-Mechl. Dept., Thomason College, Roorkee.

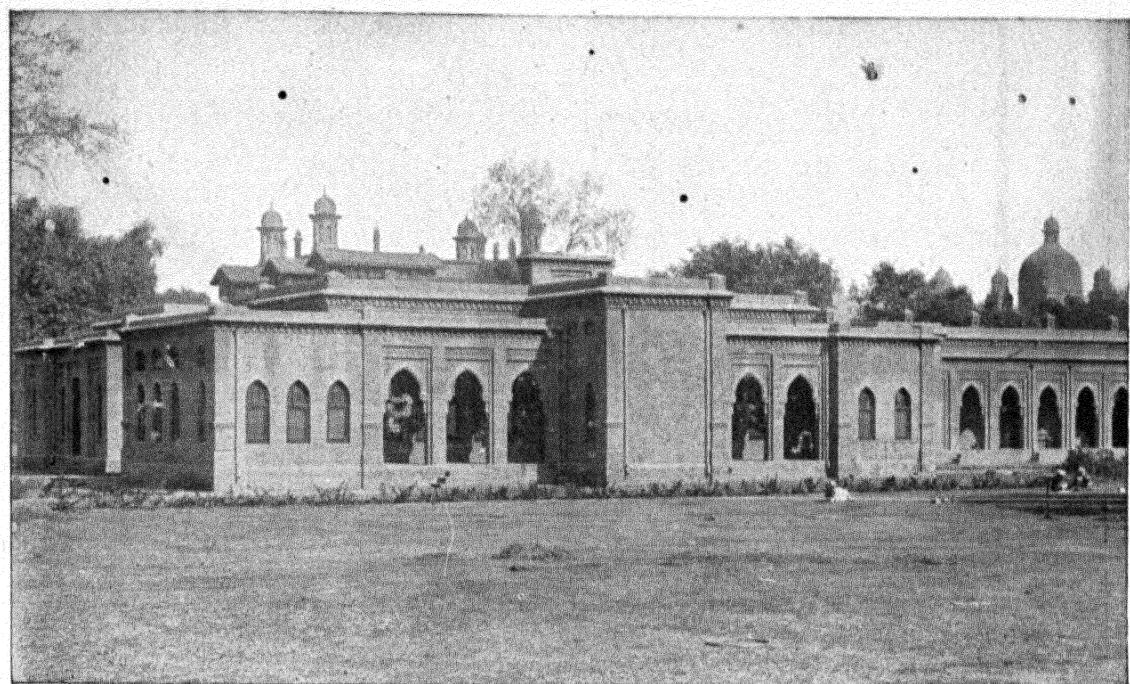
JAGATSINGHPUR GURU-TRAINING SCHOOL, CUTTACK.



GOVERNMENT SCHOOL OF COMMERCE, CALICUT.



Photo.-Mechl. Dept., Thomason College, Roorkee.  
DACCASCHOOL OF ENGINEERING HOSTEL.



NEW WORKSHOPS, MAYO SCHOOL OF ART, LAHORE.

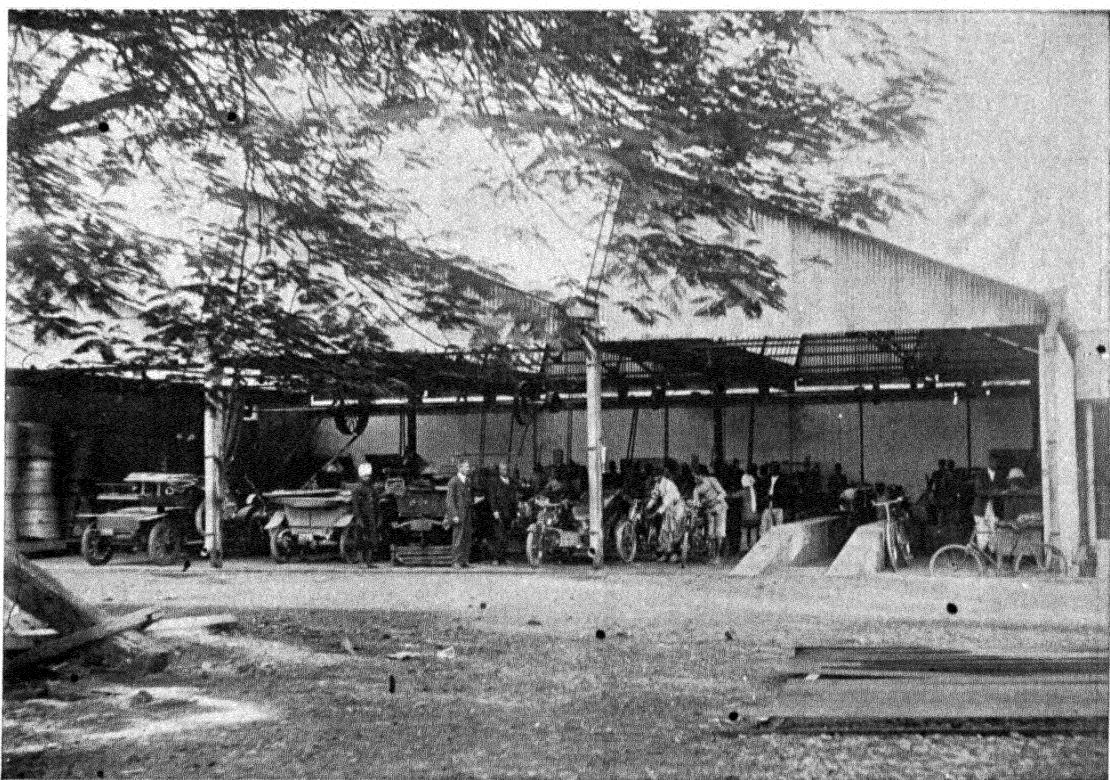
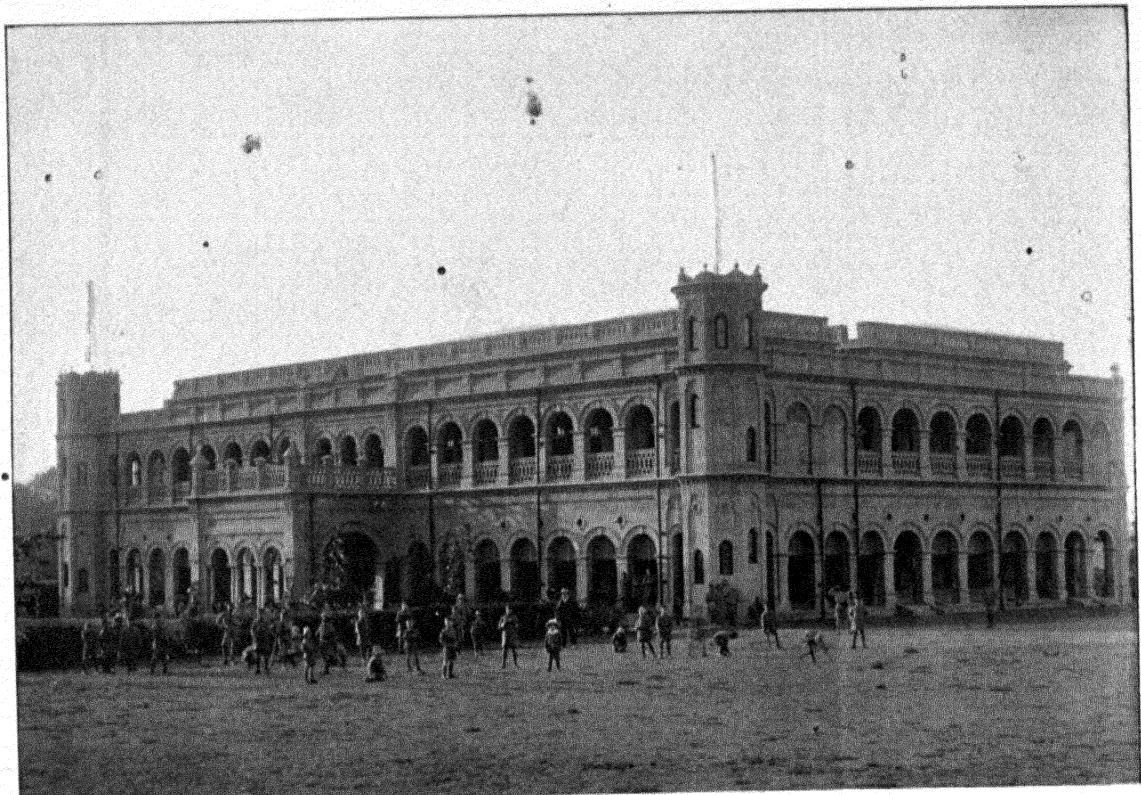


Photo.-Mechl. Dept., Thomason College, Roorkee.

NEW WORKSHOP, RANCHI INDUSTRIAL SCHOOL.



BOYS' ORPHANAGE, LAHORE.



Photo.-Mechl. Dept., Thomason College, Roorkee.

A. B. M. EUROPEAN SCHOOL, RANGOON.

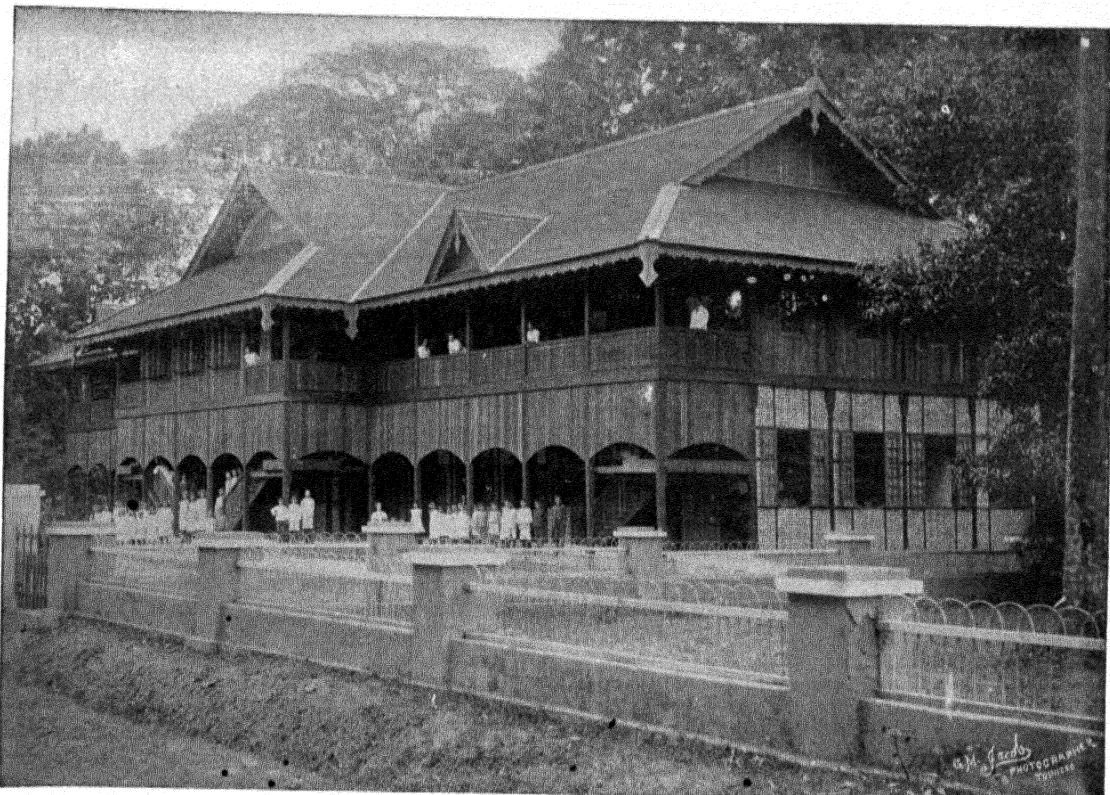
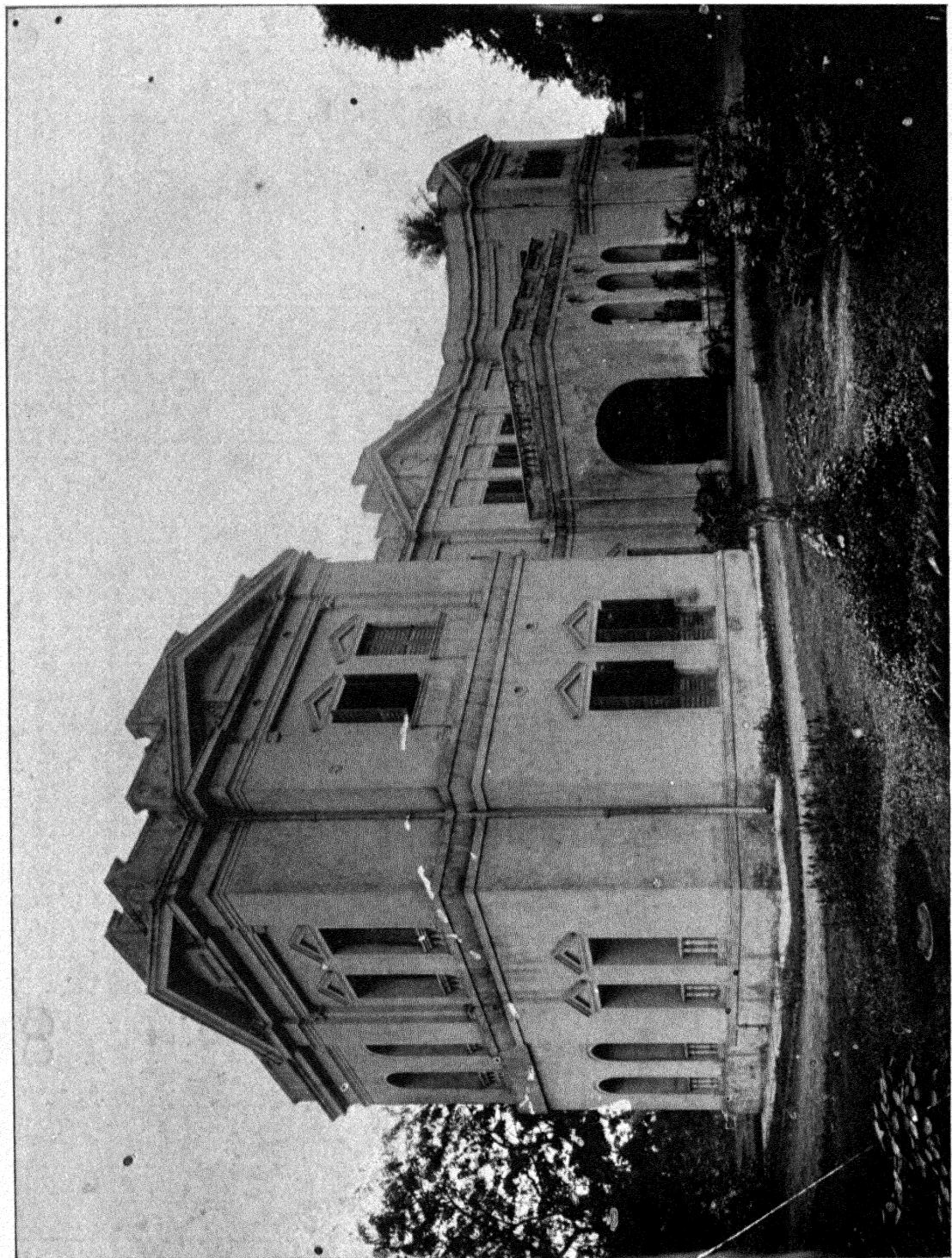


Photo-Mechl. Dept., Thomason College, Roorkee.

ST. JOHN'S CHURCH OF ENGLAND SCHOOL, TOUNGOO.



ST. TERESA'S, KIDDERPORE.

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